



SAINT MICHAEL'S COLLEGE

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Winooski, Vermont 05404

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Saint Michael's College is accredited by the New England Association of Colleges and Secondary Schools. The College is a member of the National Commission on Accrediting, American Association of Colleges, American Council on Education, National Catholic Educational Association, National Conference of Church Related Colleges, College Entrance Examination Board and of the National Association of College Admissions Officers.

Saint Michael's believes in . . . and practices . . . non-discrimination. It does not, and will not in the future, discriminate against applicants for admission or for employment, students or employees on the basis of race, national or ethnic origin, color, religion, age, sex or handicap.

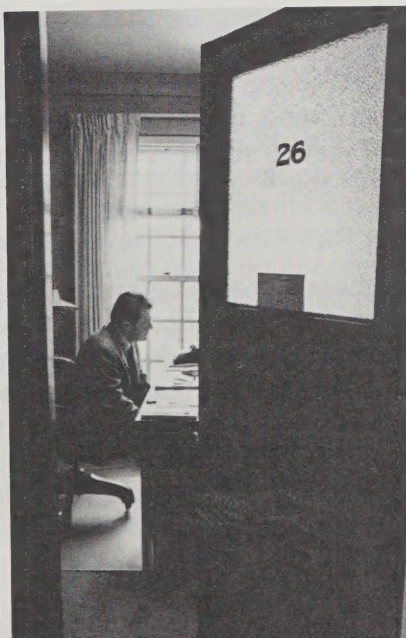
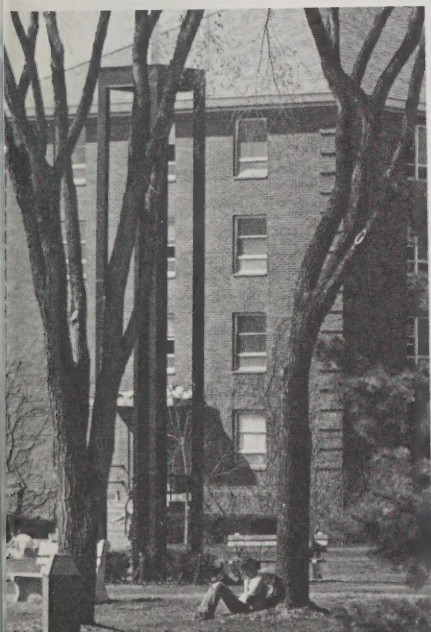
Saint Michael's reserves the right to change various prices and policies without prior notice. We will, however, make every effort to notify your school, or you, of significant changes.

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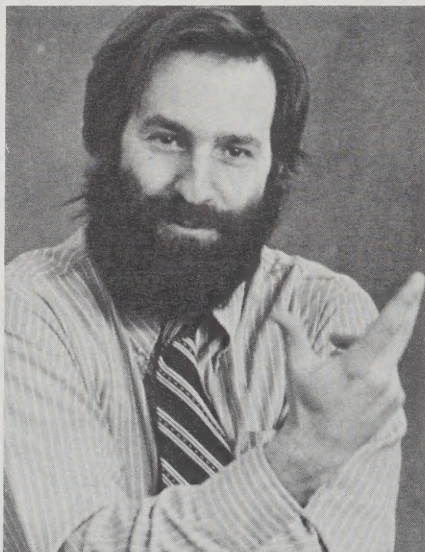
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WHY SAINT MICHAEL'S?



The answer to this depends in part on the kind of person you are and want to be. It depends in part on the kind of college we are and are continually striving to be.



Why Saint Michael's?

Because . . .

Saint Michael's is a Catholic college that welcomes men and women of every faith and background. We believe there are additional truths about human existence . . . beliefs that make us different from public colleges and universities.

Because . . .

Saint Michael's is a liberal arts college. We do not train students for followership . . . for jobs that may or may not become technologically obsolete. Saint Michael's liberal arts aims to help you develop sound thinking ability, creativity, resourcefulness, self-assurance, the facility to communicate effectively . . . universal skills that insure success and leadership in any profession, in any age.

Because . . .

Saint Michael's atmosphere, small size and location all contribute to close, permanent relationships between your fellow students and your professors. Most students develop a lasting affection and respect for their friends and faculty members.

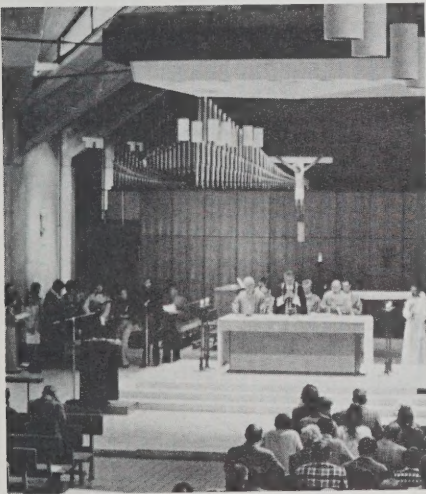
We hope, in the pages that follow, to provide you with insight into questions you may have about Saint Michael's and your four years here.

STATEMENT OF MISSION

Saint Michael's College is a private liberal arts college founded in 1904 and sponsored by the Society of Saint Edmund, a community of Catholic priests and brothers. Christian commitment within this distinctive Edmundite heritage gives form to campus community life. That guiding commitment helps all members of the College grow in wisdom with knowledge and prudence. It permeates creative programs of study that strive to integrate reason and learning with prayerful faith, hope, and love.

The College, moreover, stands ready to enter into dialogue and collaboration with all who share its love of truth. It respects those of other beliefs and convictions, welcoming their contributions in the common pursuit of truth, goodness, and justice.

The mission of Saint Michael's College, therefore, is to provide a liberal education in the light of the Catholic faith and its developing tradition. Thus the College encourages its students to value both human life and learning, but also to cherish transcendental realities. It helps them investigate and evaluate all aspects of existence — creation, the person, society — in relation to those realities and especially in relation to God.



Further, based on its commitment, the College firmly adheres to a foundation of integral values that both inform decision making and direct unselfish action. It guides its students toward orderly participation in the Catholic social endeavor. Such endeavor prepares each person for what he or she must be and must do in order to fulfill human nature and to attain the final goal for which all persons were created. Thus the College promotes a true sense of personal and professional vocation pervaded by the Christian spirit of freedom and charity. It fosters a fruitful, virtuous, and happy lifetime enhanced by intellectual, moral, and civic excellence.

Finally, the entire Saint Michael's College Community challenges itself to envision, with ever-present newness and joy, the wonder and beauty of being, of what might be.

ACADEMIC EXCELLENCE . . . HEART OF SAINT MICHAEL'S

The individual young woman or man today wants to know if the college she or he is considering:

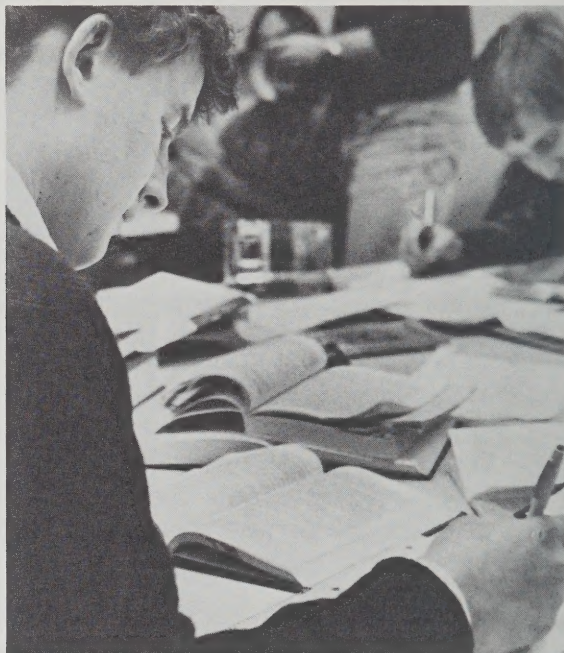
- 1) has a reputation for academic excellence;
- 2) whether their own particular course of studies will help them get into graduate school;
- 3) or, whether their studies will help them get a good job.

The most objective answer Saint Michael's can make to the first two of these questions comes from the scores of fine graduate schools who have accepted our students for advanced study. A roster of these graduate schools is shown on page 9. It is obvious that they respect Saint Michael's reputation for academic excellence. A word of caution, however. No matter how good our programs and professors, it is only your motivation and study that will lead to achievement.

In answer to the third question above, we have already pointed out that Saint Michael's is a liberal arts college and we educate women and men for lives and careers of excellence . . . not simply jobs that may become technologically obsolete.

There are human qualities that are needed by the professions, business, industry and communities at all times, in every age. These qualities form Saint Michael's liberal arts educational philosophy and we seek to develop women and men who:

- think clearly and can relate facts and principles to reach a meaningful conclusion;
- write and speak effectively;
- can work with concepts and techniques of a specific discipline because they have four years experience with that discipline;
- have an awareness and concern about the theological and philosophical problems that man's very existence entails;
- are concerned about other human beings — and the condition of their existence;
- and are aware of their cultural heritage as one among many.





YOUR CONCENTRATION

Applicants who qualify may concentrate (major) in the following areas of study:

Accounting	French
American Studies	History
Art	Journalism
Biology	Mathematics
Business Administration	Music
Chemistry	Philosophy
Classics	Physics
Drama	Political Science
Economics	Psychology
Elementary Education	Religious Studies
English Literature	Sociology
Environmental Science	Spanish
Fine Arts (Art, Music, Drama)	

In addition to the concentrations listed above Saint Michael's offers both *Pre-law* and *Pre-Allied Health Career* advisory services. Students may meet preprofessional requirements for these areas by concentrating in one of several of the above and taking advantage of the advisory services described on Page 7.

Special Concentrations

A student may follow a special concentration by combining courses from different departments and programs according to the following regulations:

- The student must have the sponsorship of a faculty member who agrees to direct the program;
- The student must justify in writing the concentration that he/she proposes and demonstrate its coherence.
- The program must be approved by the Committee on the Curriculum & Educational Policy.

Applications for a special concentration must be submitted before the end of the sophomore year.

Fifth Year Programs

Fifth year certificate programs are also available in both education (elementary & secondary) and business administration for those students who have completed the B.A. program in other disciplines.

Air Force ROTC

The Air Force ROTC program is offered at Saint Michael's. AFROTC, which offers superior pre-professional opportunities to future career women and men Air Force Officers, has both two and four year programs.

Qualified students may be eligible for scholarships. For information interested applicants should write to: The Department of Aerospace Studies, Saint Michael's College, Winooski Park, Vermont 05404.

Saint Michael's students may also enroll in the **Army ROTC** program through the **University of Vermont**.

More detailed explanations of the course of offerings and requirements for each concentration can be found beginning on page 45. You should study the description of each department carefully in considering your potential concentration to determine if the courses will meet your own educational needs.

At this point in your educational career you may feel undecided about your potential concentration. As we recognize that many students need time to explore different fields you may seek admission as an undecided student. Many students even decide to change concentrations during their first year. Your academic advisor, the Student Resource Center Staff and your teachers will help you to evaluate the possibilities available to you and to decide upon the appropriate concentration.

DISTRIBUTION REQUIREMENTS

An integral component of your liberal arts education is an introduction to a range of lively academic disciplines. Every student must fulfill a two course requirement in each of the following five major areas:

Humanistic Studies

American Studies
Classics
Fine Arts
History
Humanities
English Literature
Modern Languages
(French and Spanish)

Philosophy

(Philosophy 101
& 103)

Religious Studies

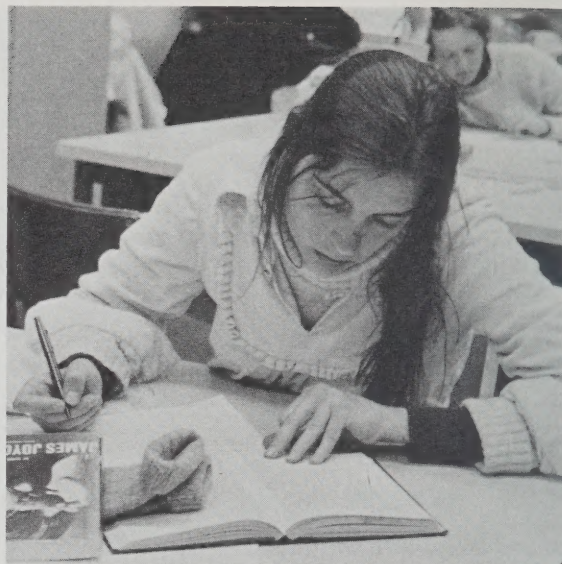
(Religious Studies
110 or 120 and one
200 level course)

Natural Sciences

Chemistry
Environmental Studies
Biology
Mathematics
Physics

Social Studies

Economics
Education
Journalism
Political Science
Psychology
Sociology



Saint Michael's requires a total of 40 courses for graduation; at least ten of these must be in your concentration (major), ten must be in the distribution requirements, and twenty may be taken as electives.

All courses are given on a semester basis during the Fall and Spring Semesters. Students usually enroll in five three credit courses during each semester. The Fall Semester ordinarily begins in early September and ends in mid-December. The Spring Semester begins in mid-January and ends in the first part of May. Courses are also offered in the Summer Session for students who wish to accelerate their studies.

During your freshman year you will generally choose from courses required for your concentration and those required to complete the distribution requirements. We have illustrated sample freshman course selections for three concentrations below. This description is intended to give you a general idea of the type of coursework that will be required of you as a first semester freshman.

Biology

General Biology
Concentration Requirement
Stoichiometry
Concentration Requirement
Elementary Statistics
Concentration Requirement
Logic
Philosophy Requirement
Classical and Medieval Civilization
Humanities Requirement

Business Administration

Mathematics for Management
Concentration Requirement
Introductory Accounting
Concentration Requirement
Introduction to the New Testament
Religious Studies Requirement
Introduction to Commercial French
Humanities Requirement
Astronomy
Natural Science Requirement

English

Introduction to Literary Studies
Concentration Requirement
Introduction to French
Humanities Requirement
Principles of Economics
Social Science Requirement
Introduction to the New Testament
Religious Studies Requirement
Classical and Medieval Civilization
Humanities Requirement

As you can see, the distribution requirements may be fulfilled in a number of ways. It is possible to select courses related to many of your interests while fulfilling the distribution requirements. Many students complete their distribution requirements during their freshman year, but you may elect to complete them over a period of several semesters.

ELECTIVES

Since nearly half of the courses in the degree program may be elected, we urge students to choose these carefully so that the personal relevance of an individual's concentration may be increased. An advisor will help with the selection.

BUSINESS ELECTIVES FOR NON-BUSINESS CONCENTRATORS

A specially designed group of business electives is available to students who do not concentrate in Business Administration. Intended to provide an exposure to a number of business related topics, the course sequence allows students to pursue other areas of interest as a concentration. Many students have used this program of electives to form some interesting combinations. A student with a modern language proficiency may, for example, concentrate in the language and follow the business elective program in preparation for a career in international business. Drama majors have taken the courses in order to become prepared to work in the business aspect of a theater company. Descriptions of the elective courses may be found on page 50.

ADVISORY PROGRAM

We are certain that much of what you have just read may seem complicated and just a bit overwhelming. Students have the opportunity to meet with their faculty advisors during the Orientation Program. Together with your advisor you will be able to select the courses that best suit your individual needs while satisfying the requirements. During the course of the year you and your advisor will meet periodically to discuss your goals. Should your interests change, you have the option of changing your advisor to have a faculty member in the new discipline.

PRE-LAW ADVISING

Many Saint Michael's students in a diversity of concentrations are interested in pursuing law degrees upon graduation. Because many concentrations help to develop the knowledge and skills necessary for success in the field of law, students are encouraged to investigate the options available. The composition of the Pre-Law Advising Committee at Saint Michael's reflects this broad range of interests. Comprised of faculty members from the social sciences, natural sciences, humanities and religious studies departments, the Pre-Law Advisory Committee seeks to identify Pre-Law students and to guide them in their course selection in preparation for application to law school. The committee seeks, also, to increase the students' understanding of the field of law by inviting graduates who are lawyers to campus to share their experiences. Students are also assisted in preparation for the Law School Admissions Test (LSAT) and in the application process. A Pre-Law Club has been formed to encourage students with similar interests to meet. Further information about Pre-Law advising can be obtained by contacting the Chairperson of the Pre-Law Committee.

PRE-ALLIED HEALTH ADVISING

A student may follow a program which provides all of the courses necessary to gain admission to medical, dental or other allied health programs. While many students choose to concentrate in one of the sciences, students in other concentrations may elect the courses required in preparation for the various allied health graduate programs.

Members of the Pre-Allied Health Advisory Committee work closely with students who plan to seek admission to medical, dental and other graduate programs. They seek to assist students in their course selection, preparation for the Medical College Admission Test (MCAT), Dental Admission Test (DAT), Graduate Record Examination (GRE) and the application process itself.

Our students have been or are currently enrolled in advanced programs in a variety of outstanding programs including: *Medical* — Yale, Georgetown, New York Medical, Baylor, Dartmouth, Tufts, University of Vermont, New Jersey; *Veterinary* — Purdue; *Dental* — Tufts, New Jersey, Case Western Reserve, Georgetown, University of Connecticut, New York University; *Graduate* — Georgetown, George Washington, Uniform Military Medical School, University of Vermont, Albany, Michigan, Rhode Island, Illinois, Cornell, Penn State and Tufts.





OTHER OPPORTUNITIES FOR STUDY

Along with the traditional course offerings, students may take advantage of several options designed to enhance the educational experience.

Study Abroad

A year of study abroad may be one of the most exciting aspects of your college career. Many students at Saint Michael's choose to spend their junior year enrolled in one of the overseas study programs with which Saint Michael's is affiliated. Programs in Italy, France and Austria are approved for transfer of credit and others may be accepted on an individual basis. More detailed academic regulations concerning both study abroad and off-campus internships can be found on page 43.

Off-Campus

Off-campus work experiences or internships have helped students to develop their career goals in light of actual work in the community. In the recent past students have earned credit for fieldwork at such places as Vermont Educational Television, Fanny Allen Hospital, Oak Ridge Laboratory and other centers of research.

Edmundite Associate Program

The Edmundite Associate Program is designed to encourage, counsel and give Christian direction to a college student interested in religious life.

Since the first thoughts or desires about a religious vocation can sometimes be troubling, or seem complex, and because there is need of a discerning process, the Edmundite community offers to assist students in this process of arriving at a mature decision concerning religious life.

The Associate Program provides the following opportunities:

- 1) Spiritual direction by a member of the Edmundite community
- 2) Reading program
- 3) Retreat weekends
- 4) Interaction with the Edmundite community
- 5) Summer volunteer work in an Edmundite parish or mission.

The program is open to any student who feels he has a religious vocation and desires to grow in understanding the meaning of religious life.

A student may enter the program at any time during his education at Saint Michael's College. The student is not required to make any commitment to a religious vocation or to the Edmundite community. He may withdraw from the program at any time.

Interested students may apply through the Office of Campus Ministry.

Finally, upon completion of your degree program you may be considering advanced study. Saint Michael's College graduates have been admitted and graduated from many very outstanding institutions for advanced study.

While at Saint Michael's students will find guidance concerning graduate study from members of the **Pre-Law Advisory Committee**, the **Pre-Allied Health Career Advisory Committee**, members of the **Student Resource Center** staff, and their faculty advisors. Admission to graduate programs is very much like admission to college: competitive. Our faculty and staff will do their utmost to advise and help students to achieve their goal, but in the final analysis it is the student who must present a strong academic record to the graduate schools.

The following institutions have accepted Saint Michael's students during the past few years:



Adelphi University
Albany Law
American University
Austin Dunham Barney School of
Business & Public Administration
Babson College
Baylor Medical School
Boston College
Boston State College
Boston University
Bowling Green State University
Brooklyn Law
Brown
Case Western Reserve
Catholic University
Clark University
Colgate
Columbia
Cornell
Dartmouth Medical School
Drake
Drew University
Fordham University
Franklin Pierce Law School
Georgetown University

Guadelajara Medical School
Harvard
Illinois College of Optometry
Johns Hopkins University
Marquette
Michigan State
Missouri State
New Jersey College of Medicine
New School for Social Research
New York Medical School
New York University Dental School
Northeastern
Notre Dame
Notre Dame Law
Ohio State
Oxford (Rhodes Scholar)
Penn State
Purdue Veterinary School
Rutgers
Saint Louis University
Saint Georges University of Medicine
St. Johns University
San Francisco State University
Suffolk University
SUNY — Albany

Texas A & M
Tufts Dental
Tufts Medical
University of:
Bridgeport
Colorado
Connecticut
Hartford
Iowa
Maine
Maryland
Massachusetts
Minnesota
New Hampshire
Toronto
Utah
Vermont
Wisconsin
Williams
Vermont Law School
Villanova
Western New England Law School
Yale University Medical School
Xavier University



FRIENDS FROM ABROAD . . . INTERNATIONAL STUDENT PROGRAM

INTERNATIONAL STUDENT PROGRAM

While the following paragraphs in this booklet are written for international students and officials, this section should be of interest to all applicants.

Saint Michael's International Student Program (ISP) attracts men and women from Asia, Latin America, Africa, Europe and the Middle East. They give American students an outstanding opportunity to gain new cultural views of the world on a personal basis. At the same time our international students benefit from the American experience and, most importantly, gain daily proficiency in the English language.

The program was started in 1954 as the "Intensive Language Program," designed to train international students in English. A group of 100 "Freedom Fighters" exiled from their native Hungary during the nation's revolution were among the first to come to Saint Michael's. Since then, more than 5,000 men and women from over 40 nations have lived and studied on our campus.

International students have their own center for learning and activities in the Dupont Language Center. Modern language training facilities and equipment help in this learning process.

THE INTENSIVE LANGUAGE PROGRAM

This program is open to all men and women who want to learn English. It is conducted on a continuous basis, with opening enrollments every four weeks. There are ten different levels of instruction to meet the different needs and abilities of each student who wishes to study in a full-time program.

Small classes let teachers give individual attention to language problems while emphasizing all facets of language competency. Classroom instruction is supplemented by work in the laboratory and outside of class.

Proficiency examinations are administered at the beginning and at the end of each student's program. Examinations are also given every four weeks so the student can work at the correct level of instruction.

THE UNIVERSITY ASSOCIATE PROGRAM

This program is for students who have advanced English proficiency. We started it so that international students could earn credits for,



and get used to college level study in the United States. Since most students do not begin specializing until their second or third year of university work and since they need to possess more than a superficial knowledge of the basics, the college level courses (mathematics, sciences and business) of the University Associate Program in English provide the needed preparation for future success in whatever discipline the student chooses.

International students can take advantage of all the facilities available on the campus. In addition they will receive guidance and aid in finding, applying and transferring to other institutions. If you are an international student, or if you have a friend from abroad, you can receive further information by writing to:

**The Director,
International Student Program
Saint Michael's College
Winooski, Vermont 05404, U.S.A.**

THE PEOPLE



A college, or any other gathering of individuals takes on a greater significance, a more tangible identity when one considers the people who comprise the group. Of greater importance than any building, piece of laboratory equipment, or scenic view are the people whose faces, personalities, and viewpoints are the heart of the community that is Saint Michael's College.

You may be curious about the type of person you will encounter in the classroom, the sports center, or the residence halls, and while we fear making generalizations, we can try to tell you something about them. Of course the best way to satisfy your curiosity is by visiting the campus and talking to the people who are Saint Michael's College. (See page 38 for details concerning a campus visit.)

THE STUDENTS

Although Saint Michael's has a small student body of 1,500, the students hail from many states and foreign countries. With over 85% of the students coming to the campus from states

other than Vermont, they bring to the campus a diversity of backgrounds, interests and ideas seldom seen on small campuses. The geographic distribution shown below indicates that students come to Saint Michael's College and Vermont from many different states.

Distribution of Students By State of Residence

State	%	State	%
Connecticut	16.0	New York	19.4
Maine	3.3	Pennsylvania	1.2
Maryland	1.5	Rhode Island	1.5
Massachusetts	26.9	Vermont	11.1
New Hampshire	4.8	Other (15 states,	
New Jersey	9.4	11 countries)	4.9

The great majority of Saint Michael's students are of traditional college age, usually continuing to college immediately after high school graduation. Although Saint Michael's has been coeducational only since 1970, women now comprise about 40% of the student body. The current freshmen class is evenly divided between men and women.

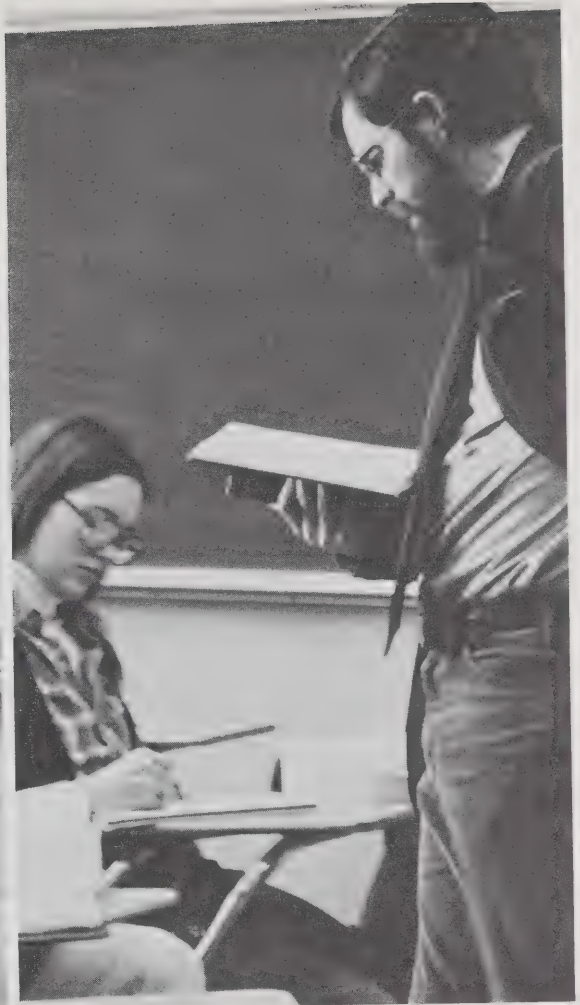
Many students had been involved in all types of activities during their high school years and continue to explore opportunities outside of the classroom while at Saint Michael's. Athletics, student government, volunteer programs and theatre productions are just a few of the interests that students share. Many students tell us that they came to Saint Michael's because of their love for, or curiosity about, the State of Vermont. The many fine ski areas and miles of hiking trails are favorite spots.

Academically, students exhibit a diversity of interests. The profile below shows the distribution of students in each concentration. Through the elective system students are able to pursue interests outside of their concentration, as well.

We hope that this information gives you an idea of what the student body at Saint Michael's College is like. There are no molds for the 'typical' Saint Michael's student, but the people here share many commonalities, the most important being membership in the community that is Saint Michael's College.

<i>Concentration</i>	<i>Number of Students</i>	<i>% of Students</i>
American Studies	14	.8
Biology	131	8.3
Business (including Accounting)	485	30.7
Chemistry	24	1.5
Classics	2	.1
Economics	78	4.9
Education	25	1.6
English	97	6.2
Environmental Science	29	1.8
Fine Arts	58	3.7
French	17	1.1
History	44	2.7
Journalism	109	6.9
Mathematics	22	1.4
Modern Languages	4	.3
Philosophy	12	.8
Physics	17	1.1
Political Science	125	8.0
Psychology	69	4.4
Religious Studies	15	.9
Sociology	48	3.0
Spanish	17	1.1
Undecided	132	8.5





THE FACULTY

Campus and intellectual life is made vibrant by a faculty whose primary mission is teaching. Learned professors here are not closeted away with their research, delegating teaching responsibilities to assistants. They are instructors and advisors of freshmen as well as of upperclassmen. The Saint Michael's professor CARES about students and their problems.

There are 90 full-time and ten part-time faculty members here. Of all the full-time teachers, there are 78 lay men and women of various faiths. Several members of the founding order of the Society of Saint Edmund are active in many of the academic departments.

Faculty members are ever cognizant of the need to keep abreast of developments within their disciplines and the academic world. While dedicated to classroom teaching, the faculty continues their own professional development through sabbaticals, civic involvements and summer study.

During the past several years members of our faculty have been successful in securing grants for student research and have taken an active

roll in directing the research. Still others have worked on studies for the Vermont Council on Humanities and Public Issues, with the local United Way Campaign and as consultants in environmental issues. Many have been selected for National Endowment for the Humanities fellowships for summer study and another faculty member recently received a Guggenheim Fellowship for sabbatical study. Saint Michael's has renewed and expanded its commitment to faculty development with the realization that the students are the true beneficiaries of such continuing study.

Faculty members also participate in the governance and the decision-making of the campus through involvement in many committees. On the other hand, it is not unusual to find an economics teacher lending a hand coaching the football team or a member of the political science department instructing novices in cross-country skiing techniques. Faculty members act as advisors to many student groups, including the campus newspaper and the Philosophy Society.



STUDENT LIFE AND STUDENT SERVICES

On any campus, learning and growth occur both in and outside of the classroom. On a campus like Saint Michael's where 75% of the student population resides in the residence halls, this sphere of student development gains a special significance. Just as faculty members are highly trained and dedicated to teaching, there is a special group of people on the campus who are devoted to each student's intellectual, social, physical and spiritual development outside of the classroom. We think you will experience a unique kind of caring and concern for all facets of your growth by the student service staff of Saint Michael's College. The following pages describe many of the services and activities available to the students of Saint Michael's. We hope that you will find the type of support that you need to maximize your college experience.

ORIENTATION

The beginning of any new experience is exciting and tension-filled, and the first days of college are no different. Most of the members of the freshman class are unfamiliar with the Burlington area, the campus and one another. At Saint Michael's the first days of school are reserved for learning about your new campus and new friends.

Members of the faculty, staff and student body of the college join forces to conduct a fun-filled Orientation, the goal of which is to help students learn about the abundance of resources available on the campus. You will meet with your academic advisor to discuss your course selection, as well as have the opportunity to talk with faculty of other academic departments in an informal setting.

RESIDENTIAL LIFE

Because so many of the Saint Michael's students reside on the campus, dorm living is an important part of the years spent here.

Most students find the experience of sharing a room, living on a floor with many other people and taking an active part in the residence hall community to be both challenging and fun. We do not list a course in residence hall living among the academic descriptions but we are convinced that the lessons in human nature, the friendships developed and the memories recalled will last a lifetime. The Director of Residence Halls and the residence hall staff are educators who are ready to help you to make the most of your residence hall experience.

Students reside in buildings ranging in size from apartments of four students to larger residence halls of two hundred students located on both Main and North Campuses. The North Campus, with sixteen units of student apartments, and three medium sized residence halls, is a popular place with many upper-class students. The apartments with kitchen and living room facilities offer juniors and seniors the privacy of apartment living with the convenience of being on campus. The medium sized residence halls on the North Campus provide students with the opportunity to be active in a smaller community and really get to know the other residents of their dorm.

Several smaller houses between the two campuses and on the periphery of the Main Campus are dedicated to special student groups like the Rescue Squad and Philosophy House, enabling the residents to pursue common interests. On the Main Campus, Hodson Hall, a newly constructed building, offers suite facilities to upper-class students. Four single rooms, bath, kitchen and living room space compose each suite.

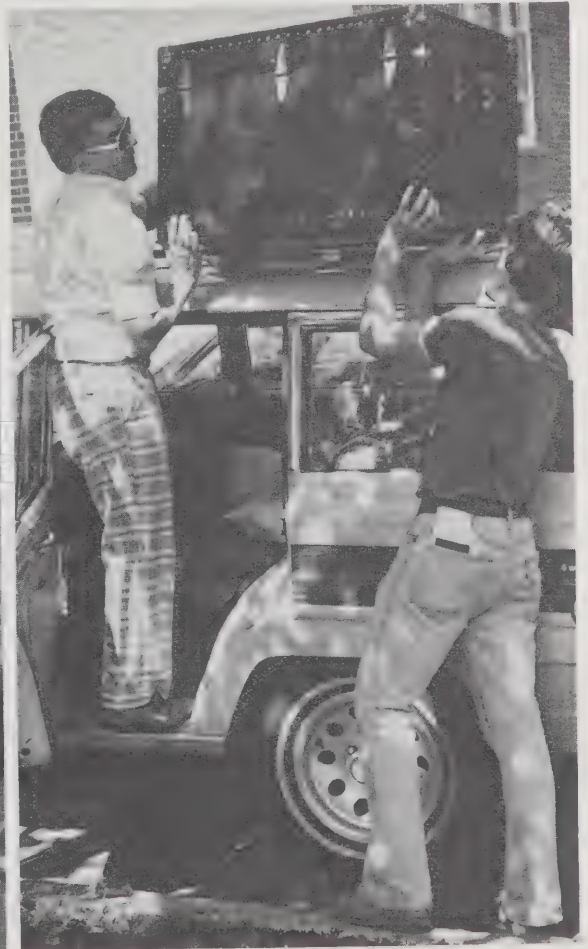


Students from the International Student Program reside in some of the residence halls, giving American students the unique opportunity to meet people from all parts of the world.

Finally, room assignments for new students are made on a random basis after upper-class students have completed room selection. Most freshmen will reside on the Main Campus during their first year, although some new students favor the North Campus for its closer atmosphere and proximity to classrooms.

FOOD SERVICE

As on most residential campuses, meal hours are often as social as they are necessary. The food service on the Saint Michael's campus is provided by Saga, a national food service company. Two dining halls, one in Alliot Student Center on the Main Campus and the other in the Sloane Art Center on the North Campus are open throughout the week. The standard meal plan includes 19 meals each week, plus a continental breakfast on Saturday and Sunday mornings. However, a 10 meal plan is offered to residents of Hodson and Ethan Allen Apartments who have adequate kitchen facilities to make their own meals. Meal hours are flexible enough to accommodate student schedules and a snack bar located in Alliot Student Center is open for late night snacks.





STUDENT RESOURCE CENTER

The Student Resource Center provides services to meet the academic, personal and career needs of Saint Michael's students. The focus is on promoting individual growth and development and furthering self-understanding while encouraging a sense of community. A personal and confidential response to students' needs is provided without charge. The Center has two major divisions — **Counseling** and **Career Services**. Each addresses itself to areas with which all students are concerned during their college experience.

Counseling — Two full-time counselors, a study skills teacher and two graduate assistants provide academic and personal counseling. Academic counseling, done in cooperation with faculty members and the Academic Dean, pertains to those issues which may negatively affect academic performance. These include choosing a major, increasing concentration and motivation and coping with academic anxiety. Study Skills Workshops are also offered to improve existing skills and to help maximize one's learning experience. Topics covered are time management, note taking and reading and test taking skills.

While assistance is available to students dealing with personal crises, the Student Resource Center emphasizes education in skills that enhance growth and can be used continually throughout one's life. Through individual counseling and group programs one can learn how to change self-defeating behavior, manage anxiety and depression, and improve relationships. The counselors will listen, suggest alternatives and help each person develop new skills and strategies while maintaining respect for each individual's ability to make his or her own decisions. Presently, workshops are planned dealing with Relaxation Skills, Sexuality, Coping with Death and Dying, and Living Skills. Testing is available and referrals are made to psychiatric consultants when necessary.

Career Services — Two full-time staff persons and two graduate assistants provide expertise in Career Planning and Job Placement. Few students can ignore the pressure to decide "what they're going to do when they grow up." Although one should not feel forced to make a decision prematurely, the Student Resource Center can help with the decision when the time is appropriate. The office provides services in three areas:

Career Planning — Students are aided in making decisions regarding course and major selection, and in analyzing their individual skills and interests. They are also taught to research career fields. Each activity is designed to maximize satisfaction with career choice.

Work Experience — Opportunities are provided to help students test career choices and develop new work skills. These include fieldwork internships, cooperative work experiences, part-time and summer jobs and volunteer work in the community. For more detailed information about fieldwork and internships please see page 40.

Placement — These services are of particular interest to those nearing graduation or those who have already graduated. Guidance is offered in formulating career objectives, researching employers and identifying job openings. Workshops on resume writing, job interviewing techniques and job search strategies are offered regularly. An active on-campus recruiting program is maintained as well.

The Student Resource Center reflects the Saint Michael's' commitment to educating the total person. Particular attention is given to the social and academic goals of the college.

HEALTH SERVICES

As in any community, the health of our students is a prime concern of the student services staff. Our Health Service staff is equipped to deal with medical emergencies but also concentrates its efforts on health education and preventive health care. The facility is staffed full time by a family nurse practitioner and registered nurses experienced in providing health service to the college-age student.

Daily visits to the health service are made by consulting physicians and nearby Fanny Allen Hospital and the Medical Center Hospital of Vermont provide excellent auxiliary services. The student-manned Saint Michael's Rescue Squad provides highly skilled emergency medical treatment on the campus, a unique service for a college campus.

While the staff of the health service does not presume that they can replace the tender loving care of home, they make every effort to make students comfortable during any illness they may have. Staff for the facility are listed below:

Director of Health Services:

Jane P. Campbell, RNC, BS

Nursing Staff:

Mary A. Bove, RN

Mary Ann Weiman, RN

Erma Haley, RN, CRNA

Bea O'Neill, RN

Thelma Snow, RN

Medical Director:

Robert E. O'Brien, MD, Diplomate
American Board of Internal Medicine, FACP,
Prof. of Clinical Medicine, University of
Vermont Medical School

Consulting Physicians:

Thomas P. Clairmont, MD, Internist - Attending
Physician, Fanny Allen Hospital Medical
Center Hospital of Vermont

John R. Fitzgerald, MD, Internist and
Instructor in Clinical Medicine, University of
Vermont.

Wilfred Thabault, MD, Obstetrician,
Gynecologist, Professor of Obstetrics and
Gynecology, University of Vermont

Orthopedic Consultants:

Richard Munk, MD, Orthopedics

Patrick Mahoney, MD, Orthopedist

Consultant in Psychiatry:

Gerald McGinniss, MD, Psychiatrist, Assistant
Clinical Professor of Psychiatry,
University of Vermont

THE CAMPUS



In any college choice, it is important to consider the facilities at each student's disposal. One must have the tools necessary to learn. In the following paragraphs we have attempted to describe the Saint Michael's environment. We believe that our campus, coupled with the splendor of the Green Mountains and the vitality of the city of Burlington, offers a superb environment in which to learn, to recreate, to grow.

Saint Michael's Campus shares, and cherishes, an environment which by any standard is exceptionally beautiful. Mount Mansfield, Vermont's tallest peak, rises out of the morning mist to our east; and the view of the sun setting over Lake Champlain and the Adirondacks is often a spectacular one. Our own hilltop overlooks the winding Winooski River and covers a landscaped 430 acres, divided into the Main and North campuses.

THE MAIN CAMPUS

In the beginning, Saint Michael's College was a mere farmhouse on the site where **Founders Hall** now stands. Founders Hall at one time housed each of the college functions including dorm space, dining hall, gym and classrooms. It now doubles as a residence hall and administrative office space. The bell tower atop Founders has long served as a symbol of Saint Michael's College.

Jemery Hall is the main classroom building. Many faculty members have offices here, along with the campus post office and many administrative offices. Most new students become acquainted with this building immediately, and spend at least part of each day here.

Klein Center is another administrative and student service-oriented building. Aside from providing a gathering place for faculty, Klein contains the **Admissions Office**, **Student Resource Center**, and the **Financial Aid Office**.

Jeremiah Durick Library, our library in the round, is designed to provide a comfortable place to study and use information resources. It accommodates about 600 readers and provides a number of small rooms for group or individual study.

The library, the 3rd largest in Vermont, contains over 100,000 volumes of bound books and periodicals, as well as an additional 40,000 volumes in microfilm. Periodical subscriptions number 995. There are about 30,000 items of non-conventional library materials such as slides, filmstrips, motion pictures, maps, musical scores, pamphlets, tapes and disc recordings.

As a media center, the library provides audio-visual service for the classroom as well as for extra-curricular activities. A regular staff of fifteen librarians provides service more than 100 hours per week when classes are in session.

In the event that a student cannot find material he or she needs, the Durick library participates in an inter-library loan program with the University of Vermont and Dartmouth College.

The **Michael and Margaret McCarthy Arts Center**, opened in 1975, is really the cultural center of the campus. The fine arts have long been of interest to students and the McCarthy Arts Center provides a wonderful facility for their use. Among other capabilities, the center contains one of the most modern and well equipped theaters in the nation. The proscenium type theater is the scene of many student and professional productions, including a summer stock program with Equity Actors.

Music is another major emphasis at the McCarthy Arts Center. Acoustically, the recital hall is very refined and in addition to providing a superb auditorium for visiting vocal and instrumental artists, the recital hall gives students and student groups the opportunity to perform on

campus. The building contains music practice rooms, a recording booth and electronic recording equipment for student and instructional use.

Cheray Science Hall is the main science classroom and laboratory building and has been used by most of the more than 200 Saint Michael's graduates who are now in the medical and science professions. Although one of the oldest buildings on campus, the facility holds some of the most modern research equipment for student use. It is not unusual to see students conducting experiments with Laser beams or radioactive materials. The **Holcomb Observatory**, across the street, is used by students in their study of astronomy.



The College's center of athletic activity is the **Vincent C. Ross Sport Center**. Athletic directors and coaches from all parts of New England have called this complex "the finest all-around athletic facility in New England." Included in the building are a 3,600 seat gymnasium with four full basketball courts, two volleyball courts and three badminton courts. During the winter months, the sport center also houses a roll-out tennis court. The gym has been the site of Vermont State High School basketball tournaments, professional tennis exhibitions and Harlem Globetrotters games.

In other areas of the sport center are an NCAA regulation six-lane swimming pool with 1- and 3-meter diving boards, fully equipped men's and women's locker rooms, complete training facilities, a weight and exercise room and dance studio. Surrounding the Ross Center are fields for soccer, baseball, field hockey, football, lacrosse and softball, as well as outdoor basketball and tennis courts and a hockey rink in the winter.

Bergeron Education Center is our newest addition to the campus. The building features a modular classroom unit that can be adjusted in size according to the individual situation, and faculty offices.

Alumni, Joyce, Lyons, and Ryan are the main residence halls. They are located in a landscaped quadrangle within easy walking distance of classrooms, library, sports center, and student center.

Hodson Hall is the newest of our residence halls. Completed in the fall of 1978, Hodson offers a suite-type living situation for about 50 upperclassmen.

One can say that student life really revolves around **Alliot Student Center**. It houses the main dining hall, the snack bar and the bookstore. During the past year a Rathskellar, licensed by the State of Vermont to sell beer and wine, opened in Alliot. It was built and is managed by students for the students, faculty and staff of Saint Michael's. Lounges on both floors provide space for TV watching, socializing and studying. Many student organizations have office space in the building and a game room provides a diversion for the pin-ball or ping pong lover.

The **Chapel of Saint Michael the Archangel** is the spiritual center of the campus. The Sunday folk mass attracts capacity crowds with its special feeling of closeness and participation. Contemporary in design, the chapel, which seats 1,000, is often the scene of concerts and recitals as well as religious celebrations.



THE NORTH CAMPUS

Our North Campus was at one time an army fort built to protect the area from the threat of an invasion from the North. This historic landmark now provides space for a number of organizations, including Saint Michael's College. "The Fort" is located just one mile from the Main Campus. A shuttle bus, which runs every 15 minutes, connects each campus. During the warmer months faculty and students enjoy walking or bicycling between campuses.

On the North Campus there are a number of small residence halls. Some are regular dormitories while others are apartments. This is often thought of as preferred housing and is usually reserved for upperclassmen. Dining facilities are also available to residents of the North Campus. A number of classroom buildings are located at the Fort and it is not unusual to have classes on both the North and Main Campus. Many faculty offices are located on the North Campus.

One of the major buildings is the **Dupont Language Center**. Besides providing language laboratories for students of the modern languages, Dupont is also the headquarters of our **International Student Program**.

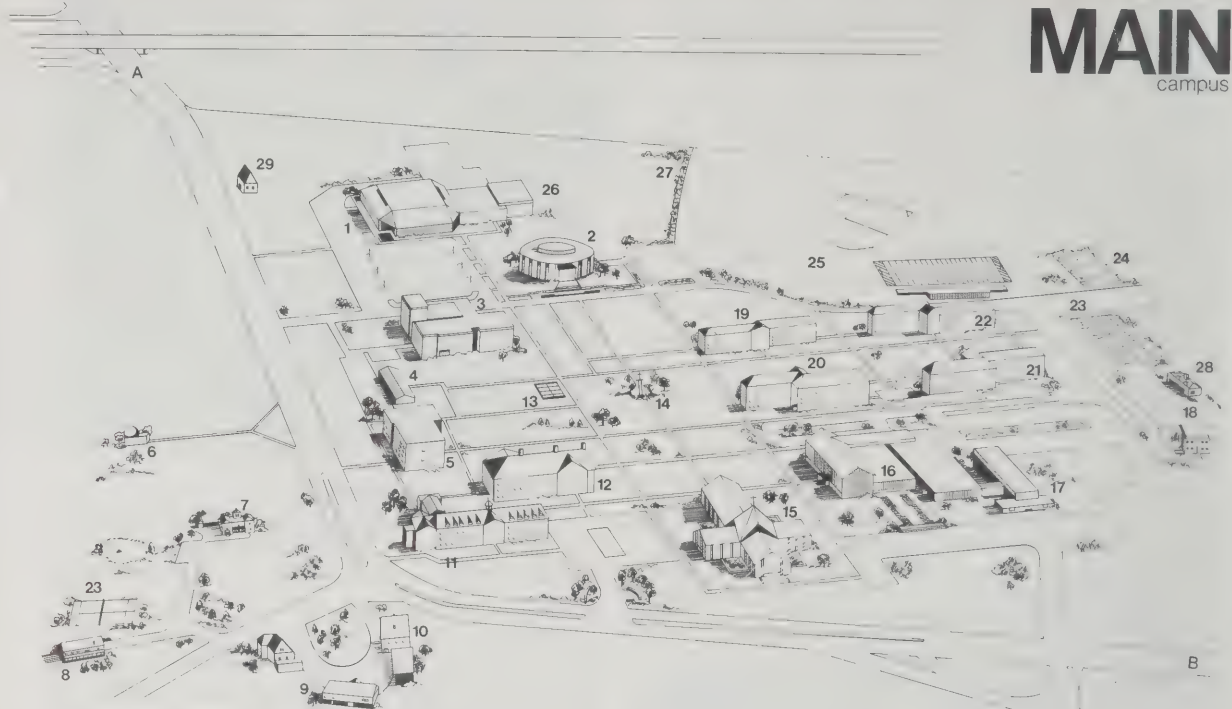
The **Sloane Art Center** provides space for a diversity of activities including studios for painting, sculpting, drawing and graphics. The Journalism Department is located in the building, sharing a news wire service with WWPV-FM, our own student operated radio station.

Other facilities on the North Campus include a theater used for classes, play productions and films, several classroom buildings and our fire station. In the not too distant future one of these buildings will house the studios of the Vermont Public Radio Station for the northern part of the state.

The North Campus, with its echoes of horse-mounted soldiers and elaborate officers' homes, is an active segment of Saint Michael's College. Its tree lined streets and conveniently located residence halls are a wonderful supplement to the facilities of the Main Campus.

MAIN

campus



Key to Saint Michael's College

- | | | | | | |
|--|-----------------------|--|------------------|--------------------------------------|------------------------------|
| A Interchange I-89 and Vt. Route 15 East | 5 Jemery Hall | 12 Cheray Science Hall | 18 Hodson Hall | 24 Outdoor Hockey/Basketball Stadium | 27 Cross-Country Ski Trail |
| 1 Ross Sports Center | 6 Holcomb Observatory | 13 Aiken Hall | 19 Lyons Hall | 25 Soccer/Football/Baseball Stadium | 28 Bergeron Education Center |
| 2 Durick Library | 7 Prevel Hall | 14 Dupont Tower | 20 Joyce Hall | 26 Field Hockey/Athletic Fields | 29 Aquinas Hall |
| 3 McCarthy Arts Center | 8 St. Edmunds Hall | 15 Chapel of St. Michael the Archangel | 21 Ryan Hall | | B To North Campus 1 mile |
| 4 Klein Center/Admissions Office | 9 St. Joseph's Hall | 16 Alliot Hall/Student Union | 22 Alumni Hall | | |
| | 10 Senior Hall | 17 Nicolle Hall | 23 Tennis Courts | | |
| | 11 Founders Hall | | | | |

Key to Saint Michael's College

- | | | | | | |
|--|----|----|----|----|----|
| C Route 15 to South Campus 1 mile | 37 | 41 | 43 | 46 | 49 |
| D Dalton Drive | 38 | 40 | 42 | 47 | 50 |
| E Ethan Allen Avenue | 39 | 44 | 45 | 48 | 51 |
| F Hegeman Avenue | 36 | 43 | 46 | | |
| 30 Ethan Allen 100, student housing | 35 | 45 | | | |
| 31 Ethan Allen 101, student housing | 34 | 44 | | | |
| 32 Ethan Allen 102, student housing | 33 | 43 | | | |
| 33 Ethan Allen 103, student housing | 32 | 42 | | | |
| 34 North Athletic Fields, Lacrosse/Rugby | 31 | 41 | | | |
| 35 UVM Housing | 30 | 40 | | | |
| 36 Hamel Hall | | 39 | | | |
| 37 1400-Receiving | | 38 | | | |
| 38 Purill Hall | | 37 | | | |
| 39 1405-Trades Shop | | 36 | | | |
| 40 Dupont Language Center/International Student Center | | 35 | | | |
| 41 1410-Computer Center | | 34 | | | |
| 42 Sloane Art Center/Air Force ROTC Headquarters | | 33 | | | |
| 43 1415-Buildings & Grounds | | 32 | | | |
| 44 Vermont Educational Television | | 31 | | | |
| 45 Linnahan Hall | | 30 | | | |
| 46 Gymnasium | | | | | |
| 47 Sutton Fire House | | | | | |
| 48 Sullivan Hall | | | | | |
| 49 Building 905 | | | | | |
| 50 Harrouet Theater | | | | | |
| 51 Building 907 | | | | | |

NORTH

campus



ACTIVITIES

Because the students tend to spend a great deal of their time on the campus, weekends and evenings are often busy with a number of different activities. The activities and clubs available at Saint Michael's are as diverse as the students involved in them.

Students are assisted and supported in the planning and execution of many activities by the Student Activities Director and an activities budget drawn from student fees. With this support most planned events on the campus are conceived and carried out by the student body. A number of weekend events are planned to coincide with the seasons, including a Foliage Festival, Winter Weekend and a Spring Weekend. Semi-formals, field days and entertainment are all part of the festivities. During the Spring parents are invited to learn more about Saint Michael's, visit their children and just have fun at Parents' Weekend. Although these are special programs, most weekends witness a number of other events ranging from parties and films to concerts and sporting events.

Alliot Student Center is always a hubbub of activity with offices for such groups as the newspaper, yearbook and student association located there. The student controlled Alliot Governing Board plans events of an educational, social and cultural nature for the student center and a fully equipped game room, snack bar, and Rathskellar provide plenty of space for socializing.

The Student Association allocates funds for many other student groups on the campus, one of which is the campus radio station WWPV-FM. The station provides a great opportunity for students to gain experience in broadcasting, management and administration. The Michael-man, a weekly campus newspaper and the Onion River Review, a literary publication, are two publications in which students may test and refine their writing skills. The student publications enjoy the First Amendment Rights but strive to work within professional guidelines.

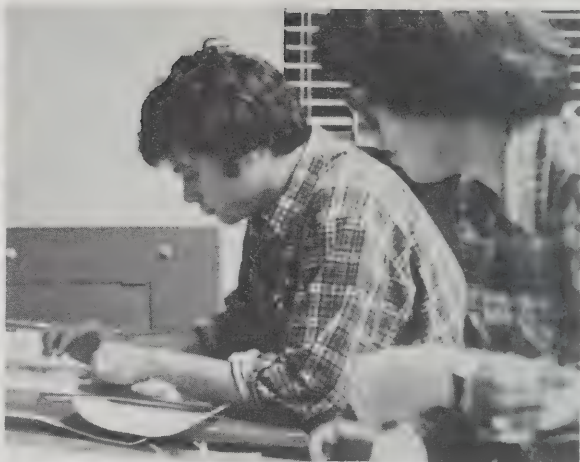
Volunteer work is an integral part of the lives of many Saint Michael's students. One of the best known groups of student volunteers is our Fire and Rescue Squad. These highly trained students provide emergency medical care and transportation for not only members of the Saint Michael's community, but also residents of surrounding towns and villages. On duty 365 days each year, this dedicated group of men and women make over 1200 calls annually.

Through the Office of Volunteer Programming students volunteer to do important work in all segments of the local community. The Big Brother/Big Sister Program, Vermont Special Olympics and the Howard Mental Health Agency are only a few of the groups that depend on Saint Michael's College students for support.

The Ross Sport Center has for many years been the site of the Multiple Sclerosis Dance Marathon. This massive fund raising event owes much of this years' \$35,000 success to both the organizational and dancing talents of hundreds of Saint Michael's students.

The word "involvement" may be overused, but it explains very clearly the attitude of many students at Saint Michael's. They care about the quality of life and events on the campus. The list on the next page illustrates the diversity of clubs and events available on the campus.





Clubs and Organizations

Alliot Governing Board
 Arnold Air Society
 Big Brothers and Sisters
 Chorale
 Coalition for a Nuclear-Free Future
 College Bowl
 Crown and Sword Society
 Delta Epsilon Sigma Honorary Society
 Drama Club
 Fire and Rescue Squad
 Glee Club
 Jazz Ensemble
 Irish-American Society
 Knights of Columbus
 Liturgical Folk Group
 Marching Saints Varsity Drill Team
 The Michaelman — Newspaper
 Modern Language Club
 Onion River Review — Literary Magazine
 Outing Club
 Phi Sigma Tau National Philosophical Society
 Political Science Club
 Wind Ensemble
 Women's Union
 WWPV-FM Radio Station

Drama

Antigone
 The Marriage Proposal
 On the Harmfulness of Tobacco
 Miss Reardon Drinks a Little
 The Bald Soprano
 The Old Lady Shows Her Medals
 Lovers
 Freedom of the City
 The Belle of Amherst
 The Apple Tree
 I'm Nobody . . .
 When Shakespeare's Ladies Meet
 The Dumbwaiters
 Skaters
 April Fish
 You're a Good Man, Charlie Brown
 Dark of the Moon
 Twain By The Tale

Readings

Liza Alther
 Margaret Atwood
 Marvin Bell
 Margaret Drabble
 Richard Ford
 Maxine Kumin
 Mary McCarthy
 Tillie Olsen
 Grace Paley
 Roger Rath
 Jane Shou
 Isaac Bashevis Singer
 William Jay Smith



Saint Michael's Playhouse

Death Trap
Bedroom Farce
Eat Your Heart Out
The Gingerbread Lady
On Golden Pond

Special Activities

Fall Foliage Festival
Homecoming Weekend
P-Day Weekend
Parents' Weekend
Winter Weekend

Music

Aztec Two Step
Con Brio Chamber Ensemble
Harry Chapin
Robert DeVries — Pianist
Jonathan Edwards
The Quiet Riot — Mime
Neal Selgado — Pianist
Shenandoah

Lectures

William Arrowsmith — Education
Eugene Beam — Vice President of Economics
and Corporate Development — Sperry-
Hutchinson
Harold Bloom — literary critic
Pat Carbine — Editor in Chief, "Ms" Magazine
Dayton Clewell — Former V.P. Research &
Development — Mobil Oil
David Cartwright — Project Sane
Robert Kerr — Chairman of the Board —
Winters National Bank and Trust
Leonard Maltin — "Festival of Animation"
Carlos Moseley — Former New York
Philharmonic President
Ed & Lorraine Warren — "The Amityville Horror"

FIELD, COURT, SLOPE, RINK ATHLETICS

Saint Michael's believes that athletics are a special kind of social setting and an integral part of a liberal arts education, an arena in which individuals can learn a great deal about themselves and their relationship to others.

Also, few other areas of education have so visible a carry-over into life as sports like golf, tennis and skiing. In an age of growing awareness of the importance of fitness, participation in individual and team athletics can be a special part of one's individual growth.

We do not require participation in athletics, but at one time or another, nearly every student becomes involved in intercollegiate, club or intramural sports. Intramural sports, organized on the residence hall level, give students the opportunity to participate in such diverse sports as wrestling, inner-tube water polo, archery and ultimate frisbee. More conventional team sports like soccer, flag-football, volleyball and basketball are the backbone of the intramural program.

An intramural coordinator, together with student athletic chairmen, organizes the seasonal program, encouraging participation at all levels of ability in many different sports.

On the intercollegiate level, Saint Michael's sponsors two types of athletic programs for both men and women. They are Varsity and Club Sports:

VARSITY SPORTS

The varsity intercollegiate athletic program for women includes:

Basketball	Swimming and Diving
Cross-Country (co-ed)	Tennis
Field Hockey	Golf (co-ed)
Alpine Skiing (co-ed)	Softball
Nordic Skiing (co-ed)	Volleyball

The varsity intercollegiate athletic program for men includes:

Baseball	Nordic Skiing (co-ed)
Basketball	Soccer
Cross-Country	Swimming and Diving
Golf (co-ed)	Tennis
Alpine Skiing (co-ed)	



CLUB SPORTS

In addition to the varsity intercollegiate sports, Saint Michael's students have developed a highly competitive athletic program, called "club sports." Team members (supported by all students and a Club Sports Council) in these sports raise funds, and develop their own training and game schedules.

Fully uniformed club teams compete against other colleges and clubs in the following men's club sports:

Football	Rugby
Hockey	Track (co-ed)
Lacrosse	

Women's club sports include:

Lacrosse	Soccer
Cheerleading	Track (co-ed)

OUR OPPONENTS

Saint Michael's has a long tradition of "playing the best." The championships we have won mean more when the opponents scheduled are among the toughest in the East. Some of the opponents our various teams will meet in 1980-81 are:

American International	Nichols
Assumption	Norwich
Bentley	Philadelphia Textile
Bridgeport	Rhode Island College
Canisius	Roger Williams
Central Connecticut	Sacred Heart
Clarkson	St. Anselm's
Dartmouth	St. Lawrence
Florida Technical College	Stonehill
Hartford	Springfield
LeMoyne	The University of
Marist	Vermont
Merrimack	Western New England
Middlebury	

The Vincent C. Ross Sports Center is a top notch facility with a 3,600 seat gymnasium and a six lane swimming pool with 1 and 3 meter diving boards. Playing fields, outdoor tennis courts and running trails provide plenty of space for athletic activities. A second gymnasium at the North Campus is used for poly-hockey and other intramural programs throughout the year.



THE BURLINGTON, VERMONT AREA

A large part of your four years at Saint Michael's College will be Vermont and the greater Burlington region. Few places in the United States offer a setting of such extraordinary beauty and diverse opportunity.

The thought of Vermont usually brings to mind acres of rural farmland, rugged pine covered mountains and quaint, steeped villages. Vermont is all of this and much more, but the Burlington area is a truly unique combination of all that is rural with some of the attractions of an urban community. While Burlington is admittedly not the "big" city, it is the largest city in the State of Vermont and a vibrant one, at that. With the University of Vermont, Champlain College and Trinity College located within a five mile radius, the students of Saint Michael's share Burlington's resources with many other college students. The presence of the colleges contributes to Burlington's personality as a very active town.

The Lane Series, a cultural events program run throughout the year under the auspices of the city of Burlington and the University of Vermont, brings internationally known artists to the town. The events are held at locations throughout the area, including the Saint Michael's campus. Among the artists performing in the series recently were:

Isaac Stern, Violinist; Aaron Copeland, composer/conductor; Pilobolus, a dance troupe; Moscow Philharmonic Orchestra; Guarneri String Quartet and Ella Fitzgerald, to name a few.

Jazz aficionados will be pleased at the number of artists in the area and bluegrass lovers will marvel at the number of gatherings dedicated to this genre of music. Vermont has long been an attractive haven for artists, writers and musicians and the residents of the Burlington area reap the benefits in many ways.

Several drama groups are active in the region throughout the year, but the summer is especially lively with professional theater at Saint Michael's summer playhouse and the Shakespeare Festival at UVM's Royale Tyler Theater.

For students interested in a night on the town there are many local restaurants catering to a variety of tastes and several night spots for dancing and socializing.



For those who would like to have the option of visiting a large, cosmopolitan city, Montreal is about 90 miles away. Organized trips to hockey games, concerts and other events are often sponsored by student groups. For a day of sightseeing or shopping, driving to Montreal is like being transported to Europe. The international flavor of the city, from Old Montreal to the Olympic site, makes a day trip truly unique.

For all the advantages of the city, the real benefit of living in Burlington is the opportunity to escape from it. From the shores of Lake Champlain to the peak of Mt. Mansfield, the nature lover will find hundreds of diversions and many beautiful spots, seemingly untouched by human hands. Local ski areas include Stowe-Mt. Mansfield, Smugglers' Notch, Sugarbush North-South, Mad River Glen and Bolton Valley. Some of the best skiing in the East is within a forty minute drive of Saint Michael's College. Students who do ski generally find transportation to be available to the areas as well as many specially priced packages for students at the ski areas.

Cross-country skiers will find miles of groomed trails, cross-country lodges and acres of forest to ski in around the area. The Saint Michael's campus itself has about ten miles of cross-country trails and rental skis for students who would like to try the sport.

The Long Trail, and its system of side trails, provides miles of hiking trails and camping areas on both Camel's Hump and Mt. Mansfield, the tallest peaks of the Green Mountains. The Saint Michael's Outing Club sponsors instructional hikes and weekends for novices and organizes other trips for more experienced outdoors people. The Lamoille and Winooski Rivers are great for fishing and canoeing during the spring and one of the best ways to learn about Chittenden County is to bicycle through the back roads and by-ways of the area during the spring and glorious fall.

We could go on and on about the merits of Burlington and the surrounding area, but we are also quick to point out that it is not the place for everyone. With an average snowfall of about 100 inches per year and frequent low temperatures, a love of winter is essential. It is also important to understand that while Burlington offers extraordinary opportunities for a city of its size, it is not comparable to a city the size of Boston or Philadelphia.

As with the campus, the best way to learn about Burlington is to take the time to visit the city and to explore its many personalities. Again, Vermont is a very special part of the years you may spend at Saint Michael's and should be an important consideration in your decision.



FEES

Among the considerations in your college decision will be how much you are able to pay for the type of education you desire. In making your decision, you should carefully weigh the quality of an academic program, the size and location of an institution, the degree of personal attention you will receive and the goals and objectives of that College. The following fees* are required of all full-time students. The amounts shown are for the entire year, half of them due at the beginning of each semester.

*Fees are subject to approval by the College Board of Trustees and subject to change without notification.

Tuition	\$3,660
Room (Standard, Double)	938
Single (if available) \$112 additional	
Hodson Hall, \$212 additional	
Ethan Allen Apartments, \$162 additional	
Iota Sigma, \$62 additional	
Board	950
Health Service Fee	50
Student Activities	102
Total (Standard Residence, double occupancy)	\$5,700

The latter charges entitle the student to use the facilities of the library, the infirmary and the gymnasium and to participate in the intramural athletic program. At the request of the Student Senate, \$12 of the student activities fee is allocated to club sports.

The health service fee provides for all services of the 24-hour-a-day, seven-day-a-week infirmary, located in the lower level of Alumni Hall.

The College also has available, at a cost of \$50, a hospital-medical-surgical plan. A brochure detailing the plan is available with the first semester billing. At the time of registration for the Fall semester a student will be charged \$50 for this insurance coverage unless he/she has a certificate clearly showing that he/she is insured under another hospital-medical-surgical plan. Due to rising costs of hospitalization, these charges may increase. Parents are encouraged to check company or personal hospital-medical-surgical plans to see if their son or daughter is covered under the provisions of that plan.

It should be clearly understood that the Athletic Department is *not* responsible for any expenses incurred through athletically related injury or illness. The Athletic Department does, however, cover student-athletes in its varsity and club sports programs for a maximum health

coverage of \$20,000 for athletically related injury with a *deductible clause* of \$1500. This simply means that each student-athlete is responsible for the cost of any *varsity or club sports related* injury up to the amount of \$1500 or the amount, beyond which his/her own personal policy coverage ends. Any expense, after the deductible of \$1500, not covered by one's own policy, for any single injury, is covered by our NACDA Policy of the Continental Agency Company, Salt Lake City, Utah.

TEXTBOOKS AND SUPPLIES

Each student is responsible for purchasing his/her own textbooks and supplies from the college bookstore. The estimated cost of all textbooks and supplies for the academic year is \$150.00. This amount will vary according to each program of study in which the student is enrolled.

ROOM AND BOARD

Room and board charges for standard college living centers are \$1888 for the year, payable \$944 per semester. This includes twenty-one meals per week. Both single rooms and preferred housing have differential charges, as noted above.

A \$50 damage deposit is required of all students residing in college housing. This deposit will be refunded, less any charges for damage or breakage, when the student no longer resides on campus. Off campus students are required to maintain a damage deposit of \$25.

Students who do not reside on campus may elect to take their meals in the dining hall. Individual meal tickets may be purchased by any student at the food service office.

SPECIAL FEES

An application fee of \$15 is charged to all those who submit an application. This fee is not refundable and must be paid before the application is processed.

A laboratory fee of \$35 each semester is charged for each of the courses in laboratory science.

A laboratory fee of \$20 each semester is charged for Modern Language 103-5 and 203-5 courses.

A studio fee, specified in the course descriptions, is charged for some art courses.

A \$20 fee each semester for all students enrolled in computing science courses.

Preregistration. Students arrange their schedules in a preregistration period (normally in December and again in March) after consultation with their advisors. *For the March preregistration only*, an advance deposit of \$100 is required of each student who preregisters for the following academic year. (See page 41 for further information).

Registration. Students formally register for courses at the beginning of each semester. (Please see Academic Calendar.) Students who are late in registering at the beginning of a semester will be charged a fee of \$10.

Change of course or section. Students may request a change of course or section up to and including registration day of either term without charge or penalty. They may also make such requests after one class meeting during the first week of class, in either term, without charge. All changes made after the first week of classes will be charged a fee of \$5 payable at the time of the request for change. If the change cannot be approved the fee will be refunded. The last days for course or section changes are two weeks after the first class meeting within a semester.

Extra courses carried for credit or as audit by upperclassmen are charged at the rate of \$75 per credit hour.

Special students are charged at the rate of \$122 per credit hour plus library fee of \$20.

A graduation fee of \$40, charged to all seniors, covers the expenses of the diploma, and the rental of a cap and gown for the year. This fee is payable even if a graduate does not attend the commencement exercises.

The College provides a linen and blanket rental service for students for a nominal fee: \$49 for linen for each academic year; \$13 per blanket for each academic year. Reservations for linen and blankets may be made upon arrival.

PAYMENT OF FEES

When a student is accepted for matriculation at Saint Michael's College he/she will be asked to make a guarantee deposit of \$100 within a specified time after receiving notice of acceptance. This fee is not refundable but it will be applied to the student's semester accounts at the time of his/her registration.

All general fees are to be paid in full prior to the beginning of each semester upon receipt of a statement from the Treasurer's Office. Money orders or bank drafts should be made payable to *Saint Michael's College* and sent, preferably by registered mail, directly to the Treasurer.

For those parents who prefer to pay educational expenses in monthly installments, Saint Michael's College has approved the following plans: (1) The Tuition Plan, Inc., (2) College Aid Plan, (3) Insured Tuition Payment Plan, (4) Academic Management Services Inc.

Detailed information concerning these plans is mailed to parents each summer.

Special fees may have to be paid by the student after registration since many of the fees are determined only at registration.

With regard to the payment of fees the following regulations should be carefully noted:

1. No reduction in semester fees is made on account of the late entrance of a student.
2. Unless a student's accounts have been settled as indicated above, he/she will not be allowed to register in September or to continue in the second semester.
3. All accounts are due and payable at the beginning of each semester. Failure to make payment at that time will mean that the student will not be allowed to register or remain at the college. In certain cases, special arrangements may be made with the Treasurer's Office for late payment. Failure to comply with such arrangements will result in dismissal of the student.



4. If a student leaves the College for any reason without having settled all his/her accounts, any request for transcripts, reports of grades, information concerning academic or disciplinary standing, et cetera, will not be honored by the College. Likewise, diplomas of graduating seniors will not be released until accounts have been fully settled.
5. No remission of fees will be made to students who are dismissed for disciplinary reasons or who withdraw unofficially.
6. Any scholarship awarded by the College, or over which the College exercises control, such as National Direct Loan funds, is credited to the student's account equally over both semesters. If a student is awarded \$400, for example, \$200 will go towards the payment of the first semester fees and \$200 towards the second semester fees.
7. Unless a student has already paid his/her accounts in full any money earned under the student aid program is credited to his account.

VETERANS PAYMENTS OF FEES

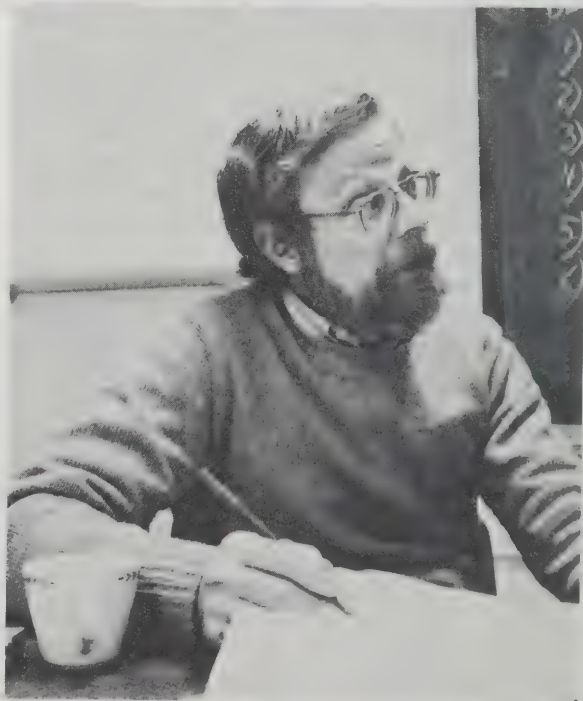
Saint Michael's has available a special installment payment plan for students receiving education assistance from the Veteran's Administration. Inquiries regarding the Veterans Payment Plan should be directed to the Treasurer's Office.

REMISSION OF FEES

A student who withdraws from Saint Michael's must notify the Registrar at the time of withdrawal. Merely ceasing to attend classes does not constitute official withdrawal. The date of the official notice of withdrawal received by the college is the date used in computing any refund of tuition charges. There will be no refund on tuition if a student is suspended or dismissed. Refunds will be made by the Treasurer on a percentage basis according to the following schedule:

Withdrawal within two weeks of the opening date of any term	75%
Withdrawal in the third week after the opening date	60%
Withdrawal in the fourth week after the opening date	40%
Withdrawal in the fifth week after the opening date	20%
Withdrawal after the fifth week	0%

Health and student activity fees will not be refunded.



FINANCIAL AID



Saint Michael's College gives *all* students an equal opportunity for financial aid, regardless of race, color, religion, age, sex, national or ethnic origin, or handicap.

While Saint Michael's College subscribes to the philosophy that the primary responsibility of meeting costs of a college education rests with the parents of students, it also realizes that under present economic conditions there are families who do not have available means to send their children to a private college. In recognition of this fact, Saint Michael's College uses every possible means to bridge the gap that may exist between family resources and college expenditures.

Financial aid, consisting of scholarships, grants, loans, and work opportunities, is granted to students who cannot provide the full cost of a college education through their own and their families' reasonable efforts. The primary purpose of financial aid is to provide assistance to students who, without such aid, would be unable to attend college.

The family of a student is expected to make a maximum effort to assist the student with college expenses and any assistance should be viewed only as supplementary to the efforts of the family.

In determining the extent of a student's financial need, Saint Michael's College takes into account the support which may be expected from the income, assets, and other resources of the parents and students. Also taken into consideration are factors that affect a family's financial strength, such as: current income, number of dependents, other educational expenses, debts, retirement needs or unusual circumstances.

Students awarded financial aid will continue to receive aid through their undergraduate years at Saint Michael's College as long as their academic and personal records are satisfactory and their need continues. *However, students must apply each year.* The exact amount of need is determined each year on the basis of the **Financial Aid Form** or the **ACT Family Financial Statement** submitted by candidates and their parents.

Saint Michael's College Grants-in-Aid are awarded to students who have financial need and a good academic record.

Supplemental Educational Opportunity Grants are sponsored by the Federal Government and are administered by Saint Michael's College. Supplemental Educational Opportunity Grants are awarded to students showing exceptional financial need, and are renewable each year under normal circumstances. In no instance may a Supplemental Educational Opportunity Grant exceed 50% of the total aid granted.

Basic Educational Opportunity Grant— You may apply for this grant if you are an undergraduate student enrolled on at least a half-time basis in a program of study which is six months in length or longer. Application is through **Financial Aid Form** or **Family Financial Statement**.

APPLICATION PROCEDURE

Entering Freshmen

1. File an application for admission with the Director of Admissions. Complete the Financial Aid Application attached to your admission application and return the completed Financial Aid Application to the Director of Student Financial Aid no later than March 15.

2. Obtain from your high school guidance office a copy of the **Financial Aid Form**, which is prepared by the College Scholarship Service (P.O. Box 176, Princeton, N.J. (08540), or the **Family Financial Statement**, which is prepared by the American College Testing Program (P.O. Box 1000, Iowa City, Iowa 52240). **VERMONTERS MUST FILE THE ACT FAMILY FINANCIAL STATEMENT, ONLY.**
3. All applicants must include parents' copy of 1980 Federal Income Tax.

Upperclassmen

1. The applicant should obtain a Financial Aid Application and either a **Financial Aid Form** or **Family Financial Statement** from the Financial Aid Office; forms will be available prior to Christmas vacation. This procedure must be followed for each year you wish to be considered for aid.
2. Application should be completed by the applicant and his/her family and submitted to the College Scholarship Service, P.O. Box 176, Princeton, New Jersey 08540 or the American College Testing Program, Financial Aid Operations, P.O. Box 1000, Iowa City, Iowa 52240 not later than March 15.
3. All applicants must include parents' copy of 1980 Federal Income Tax.

GRANTS

Grants are awarded to students who without such assistance would be unable to attend Saint Michael's College. The basic requirement for consideration is financial need and good academic standing.

PART-TIME STUDENT EMPLOYMENT

The College Work-Study Program provides part-time employment on campus for students who are in need of earnings from such employment to pursue a course of study at Saint Michael's College.

Off-Campus Employment is available through the cooperation of many business organizations in the Burlington area.

Saint Michael's College discourages freshmen from accepting off-campus employment.

FRESHMAN HONOR TUITION SCHOLARSHIPS

A limited number of Freshman Honor Tuition Scholarships, with annual stipends of \$3,000, are given each year by Saint Michael's College to applicants who have achieved SAT scores of at least 500 verbal and 500 math or ACT composite scores of at least 26. The candidates must rank in the top quintile of their graduating class with at least a B average in a college preparatory program. Students receiving such

scholarships must maintain a grade point average of at least 3.0 each semester. Failure to maintain this average will result in loss of scholarship. Candidates for these Freshman Merit Tuition Scholarships must have been accepted by the Admissions Committee by March 15th before filing a scholarship application with the Director of Financial Aid.

CHITTENDEN COUNTY HONOR TUITION SCHOLARSHIPS

This honor tuition scholarship program was established through contributions from the County business community. One scholarship is designated for each high school in Chittenden County and Sacred Heart H.S. in Newport and St. Joseph H.S. in Rutland. This scholarship is for tuition only and the same requirements apply for this as for the Freshman Honor Tuition Scholarships, with annual stipends of \$2,000.

SPECIAL AWARDS

Special awards are administered by Saint Michael's College and awarded in accordance with the conditions set forth for each program.

AFROTC COLLEGE SCHOLARSHIP PROGRAM

Established under Public Law in 1964, this program awards scholarships on a competitive basis to those applicants who have at least a 2.5 cumulative GPA and pass the Air Force Officer



Qualifying Test and Air Force physical exam. High school seniors must submit applications for four-year scholarships by 15 December. (Application forms may be obtained from the Department of Aerospace Studies, Saint Michael's College). Freshmen and sophomores at Saint Michael's College should apply for three and two year scholarships, respectively by contacting the Department of Aerospace Studies. The scholarships include full tuition, books, laboratory fees, plus tax-free subsistence pay of \$100 per month.

LOANS

National Direct Student Loans are an important financial aid resource available to students who need help and who are willing to pay for part of their current education with their future earnings. Loans may be granted to provide supplementary assistance to students receiving other forms of aid, or to help students with genuine need where scholarship and grant funds are not available. While a student is enrolled in at least one half of the normal academic workload no interest is paid on his/her loan and no repayments are expected.

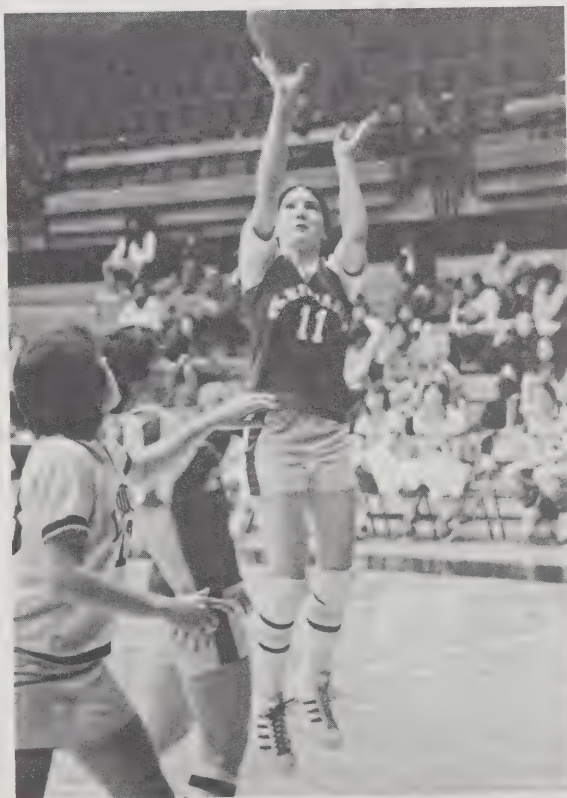
Repayment begins not earlier than nine months, nor later than one year, after graduation. The loans bear interest at the rate of three percent per year on the unpaid balance. Repayment may be deferred up to a total of three years while a student borrower is serving in the Armed Forces, Peace Corps, or as a Volunteer in Service to America (VISTA). Repayment is deferred as long as a borrower is enrolled at an institution of higher education and is carrying at least a half-time academic workload.

If the maker undertakes service after June 30, 1972, (A) as a full-time teacher in a public or other nonprofit elementary or secondary school which is in a school district of a local educational agency which is eligible for assistance pursuant to Title I of the Elementary and Secondary Education Act of 1965, or (B) as a full-time teacher of handicapped children requiring special education in a public or other nonprofit elementary or secondary school system, for each complete year of such service the amount of this note shall be reduced at the rate of 15 percent of the total principal amount of the loan plus interest thereon for the first two years, 20 percent for the third and fourth years and 30 percent for the fifth year of such service, and (C) as a full-time staff member in a preschool program (Head Start) operated for a period comparable to a full school year in the legality, the amount of the note shall be reduced at the rate of 15 percent of the total principal amount of the loan plus interest thereon for each completed year of such service.

If, after June 30, 1972, the maker serves as a member of the Armed Forces of the United States, up to 50 percent of the principal amount of the loan shall be reduced at the rate of 12½ percent of the total principal amount of the loan, plus interest thereon, for each complete year of service in the area of hostilities that qualifies for special pay under Section 310 of Title 37, United States Code.

FAMILY DISCOUNT PLAN

Family discounts are awarded when two or more children of the same family are simultaneously enrolled during a given semester in the undergraduate program. The second child will receive a \$400 grant for each semester a brother or sister is enrolled. If the first child is receiving full financial assistance in grant funds the second child will not be eligible for the family discount plan.



ATHLETIC AWARDS

The names of possible recipients will be submitted to the Financial Aid Committee by the Director of Athletics. The Financial Aid Office will inform students of awards and of the regulations set forth in the constitution of the National Collegiate Athletic Association. The Financial Aid Committee will be notified of the budget for athletics.

ENDOWED SCHOLARSHIPS

The Reverend J. F. Audet Scholarships.

The first, founded in 1906, provides income on \$500 and is awarded to a needy candidate of St. Francis Parish of Winooski, Vermont. The second, founded in 1917, provides income on \$2,500 and is awarded to one or more deserving students of St. Francis Parish of Winooski, Vermont.

The Christopher G. Brooks Memorial Scholarship was established by the Class of '79 with \$2,000. The interest will support a scholarship in the name of Christopher G. Brooks, son of Mr. and Mrs. William Brooks of Hempstead, New York.

The Thomas J. and Marie W. Burke Scholarships are awarded every year, first, to American Negroes from southern states or, for lack of such candidates, to any students of promise who would not otherwise be able to benefit from a Saint Michael's College education. This scholarship, founded in 1962, provides income on \$22,000.

The Monsignor W. J. Cain and Paul Cain Memorial Scholarship is awarded to a needy student resident of the State of Vermont. It provides income of \$4,500.

The Vermont State Court of Catholic Daughters of America provides an annual scholarship of \$100 to a needy woman student.

The Catholic Order of Foresters Scholarship is awarded to a student of Vermont, preferably a Forester's son, who is a candidate for the priesthood. This scholarship, founded in 1914 by the State Court, Catholic Order of Foresters, is good for two years at Saint Michael's College and provides a stipend of \$300 per year. Applications must be filed with the Chancery Office, 351 North Ave., Burlington, Vermont.

The Edwin W. Conlan Scholarships, awarded to deserving students. This scholarship, founded in 1973, provides income on \$380,000.

The Alice F. Conway Scholarships, awarded to deserving students. This scholarship, founded in 1973, provides income on \$165,000.

The Gerald E. Dupont Tuition Scholarship will be awarded to one member of the Freshman Class with SAT scores of 1100 total or ACT composite scores of 25, class rank in top quintile with at least a B average in a college preparatory program. Students receiving such a scholarship must maintain a grade point average of at least 3.0 each semester. Provides income on \$100,000.

The Daughters of Isabella Scholarship provides a grant of \$250. It is awarded each year to a deserving and needy woman student from Vermont.

The Mary R. Derway Scholarship is used as a tuition scholarship or scholarships for students who are otherwise financially unable to attend Saint Michael's College. Preference is given to young men aspiring to the priesthood, who, in the judgment of the Committee on Scholarships, are considered most worthy of such assistance. The scholarship, founded in 1952, provides income on \$15,000.

The Lawrence J. and Margaret B. Early Scholarships are awarded to assist worthy needy students preparing to become physicians and priests. Preference is given to students sponsored by the Southern Missions of the Society of St. Edmund. This scholarship was founded in 1977. Provides income on \$110,000.

Desiree L. Franklin Scholarship Fund \$50,000 to assist any young men or women who may be in need of any financial aid.

The Ector P. Gobie Scholarship Fund is to be used for a young person studying for the priesthood. The scholarship, founded in 1979, provides income on \$52,938.

The Peter "Buck" Healy Scholarship Fund is awarded to a student who is in good academic standing and has at least a 3.0 overall average. Financial need must be demonstrated. Students with a physical handicap receive special consideration. Freshmen are not eligible. This scholarship, founded by the Class of 1974, provides income on \$4,000.



The Kinsella Memorial Scholarship is awarded to a student from St. Peter Parish of Rutland, Vermont, who wishes to prepare for the priesthood. This scholarship, founded in 1935, provides income on \$2,000.

The Knights of Columbus Scholarship is awarded to a young man who feels called to the priesthood. This scholarship was founded in 1929 and is provided by the Vermont State Council. Applications must be filed with the Chancery Office, 351 North Ave., Burlington, Vermont.

The Martin Lahey and Mary Lahey Scholarships are awarded to needy students. This scholarship, founded in 1974, provides income on \$20,000.

The Lamoille County Scholarship is awarded to a needy student from Lamoille County. This scholarship, founded in 1956, provides income on \$1,250.

The Josephine Lanoue Scholarships are awarded to needy and deserving students from Vermont. This scholarship was founded in 1966 and provides income on \$33,000.

The Victor Lemieux Scholarships are awarded to needy students. This scholarship fund was founded in 1970 and provides income on \$50,000.

The Reverend William Lonergan Scholarship is awarded to a needy student from Rutland, Vermont, studying for the priesthood. This scholarship, founded in 1911, provides income on \$1,000.

The Margaret E. McCarthy Scholarships are awarded to Fine Arts students. Founded in 1979, the scholarship provides income on \$26,750.

The Michael McCarthy Scholarships are awarded to needy students. This scholarship fund provides income on \$95,000.

The Joseph W. McGee Scholarship for the education of needy priests attending Saint Michael's, founded in 1979, provides income on \$10,000.

The McLure Moving and Storage, Inc. Scholarship provides a \$500 grant yearly to a Vermont student, based on need.

Charles E. Merrill Trust Grant. This scholarship established 1978 with \$25,000. Scholarships for students of the Roman Catholic faith studying business administration.

The Lucy Morrissey Scholarships are awarded to needy and deserving students. This scholarship fund provides income on \$18,500.

The John Michael Orgera Memorial Scholarship is established with \$4,800, as of January 1, 1979. Scholarship in the name of John Michael Orgera, son of Dr. & Mrs. Walter Orgera, Stamford, Connecticut.

The Reverend Pauliot Scholarship is awarded to a needy student from Essex Junc-



tion, Vermont. This scholarship fund was founded in 1926 and provides income on \$5,000.

The Reverend Norbert Proulx Scholarship is awarded to a needy student of St. Joseph Parish of Burlington, Vermont, or of Immaculate Heart of Mary Parish of Rutland, Vermont, or of Sacred Heart of Jesus Parish of West Rutland, Vermont, or of Our Lady Star of the Sea Parish of Newport, Vermont. This scholarship, founded in 1922, provides income on \$5,000.

The Reverend C. E. Provost Scholarship is awarded to a needy student of the Sacred Heart Parish of Bennington, Vermont. This scholarship, founded in 1918, provides income on \$5,000.

The L. Elizabeth and Napoleon J. St. Pierre Scholarship. Preference is to be given to such aspirants to the priesthood who are members of St. Joseph's parish of Burlington, Vermont, and other French speaking aspirants in the Diocese of Vermont. This scholarship, founded in 1975, provides income on \$6,000.

The Right Reverend James D. Shannon Scholarship is awarded to freshman and sophomore students studying for the priesthood, who are members of the following Vermont parishes: St. John the Baptist of Enosburg Falls; St. Patrick of Fairfield; St. Thomas of Underhill Center; St. Mary of Middlebury; St. Charles of Bellows Falls; St. Francis de Sales of Bennington. Preference is given in the order of the parishes named. The pastors of the above named parishes must recommend the beneficiaries of this scholarship. The selection of the candidate rests in the first instance with the Bishop of Burlington. If the Bishop makes no selection, the Committee on Scholarships chooses the candidate. This scholarship, founded in 1936, provides income on \$6,500.

The Celine Slator Memorial Award is awarded to a student concentrating in Journalism. Student must be a Vermont resident who displays an interest in reviewing, promoting and reporting on the arts. Preference will be given to women in their Junior or Senior year demonstrating financial need with outstanding academic ability.



STATE STUDENT ASSISTANCE PROGRAMS

State scholarships, grants and loans are increasing each year for undergraduate studies. Students are encouraged to apply for such assistance and are supported in the applications by Saint Michael's College. Applications and brochures are available from your high school guidance counselor or Financial Aid Office.

Scholarships and grants vary greatly in each state; however, the guaranteed loan programs are basically the same. Generally the following regulations have been adopted by each state:

1. To be eligible, a student must be a United States citizen or a foreign national who intends to become a citizen. The applicant must be accepted or enrolled at Saint Michael's College.
2. Funds are made available by banks, credit unions or savings and loan associations which are participating in the student loan programs in your state. The amount a student may borrow depends upon state statutes. Usually maximum limits are \$2,500 per school year for undergraduate studies and \$5,000 per year for graduate studies. On November 1, 1978, President Carter signed into law the Middle Income Assistance Act (PL 95-566). This law includes the removal of the income ceiling for Federal Interest Benefits on these loans, therefore, all loan disbursements made on or after November 1, 1978, qualify for Federal Interest Benefits.
3. Repayment begins nine months after graduation or when a student ceases to carry at least one-half the normal academic workload. There are provisions for deferment while attending graduate school or serving in the Armed Forces.



DECISION AND BEGINNING . . . ADMISSIONS

Selecting and going to a college can create apprehension in many young women and men. There is a sense of breaking away from family and friends — from familiar things, while simultaneously facing the tremendous challenge of the college environment. This decision may be the biggest you have ever made. We fully understand these feelings. They are perfectly normal. Everyone at Saint Michael's will try to make this transition a positive experience, helping you in any way we can.

Your decision to come to Saint Michael's is somewhat like our decision to accept you: we both want to know if you can succeed in your chosen program, and if Saint Michael's is the place where you can grow in intellect, spirit and personal maturity.

Our acceptance is governed by one criterion — reasonable assurance that you can successfully earn a Saint Michael's baccalaureate degree.

REQUIREMENTS

Some of the guides or indicators we look for are: your standing in your graduating class; grades; the recommendations of your counselors and teachers; and your scores on the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board (CEEB) or American College Test (ACT). Achievement tests are not required.

These are guidelines, nothing more. Because you are an individual, we look to you to tell us about yourself, just as you expect us to do.

We also look for a minimum of 16 units of college preparation in English, mathematics, the natural sciences, foreign languages and social studies. Certain concentrations (majors) may have more specific requirements.

Approximately 1800 freshman applications were received for September of 1980. Of these applicants, 970 students were offered admission. The students who enrolled averaged in the top 30% of their high school graduating class. The average Verbal SAT score for enrolled students was 487 and the Math score was 512.

These statistics have been provided in order to help you to determine how you stand academically in relation to the students currently enrolled at Saint Michael's College. One strong word of caution: averages can be misleading. A student with a higher SAT score may not be accepted because of a high school record indicative of very poor effort on the student's part. Conversely, an applicant with a deficient SAT

score and an outstanding high school record may be admitted.

Please bear in mind that these statistics are provided to assist you in your admission decision. Our admissions committee considers each applicant on an individual basis, using these averages as a guideline only.

The interview is not formally used as a criterion in the admission decision. We feel, however, that the interview situation can be an excellent means for you to determine if Saint Michael's College is the appropriate academic setting for you. Through the interview process you can learn a great deal about Saint Michael's College, and we hope to learn more about you. We strongly encourage you to visit our campus, talk with our students and faculty, and discuss your educational goals with an admissions officer.



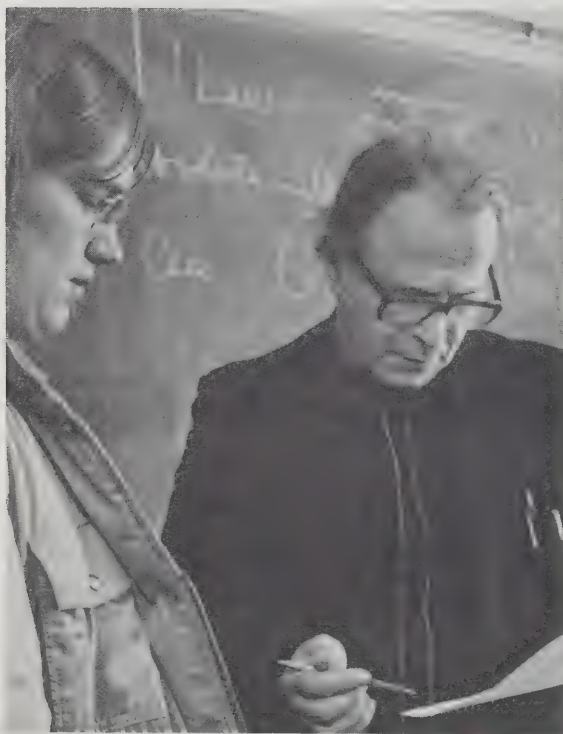
ADMISSION TO ADVANCED STANDING

Students seeking to transfer to Saint Michael's College must be in good standing, academically and otherwise, at the institution they have previously attended. Credit may be transferred for work completed at accredited colleges with a grade of C or better provided that the courses correspond to offerings at Saint Michael's. Credits are considered for transfer only if an official transcript of such credits is submitted by the applicant prior to admission. A transfer student may be required to pass an examination to determine his/her readiness to enter a course or program. No advanced standing is officially recorded by the registrar until the transferred student has successfully completed one full year at Saint Michael's College.

All students who transfer from another college must be in residence at least one full academic year immediately preceding their graduation. They must earn a minimum of thirty credits at Saint Michael's College.

Qualified applicants who have earned the Associate in Arts Degree at an accredited two-year college will usually be admitted to Saint Michael's College with junior standing. This means that they may qualify for the baccalaureate after completing 20 single semester courses if they meet the distribution requirements and the requirements of the concentration in which they enroll.

Further information about advanced standing may be obtained from the Director of Admissions.



INTERESTED IN ADMISSIONS?

Your next step is the completion and submission of the self-explanatory application form. Upon its receipt we will begin to process your credentials.

You should see to it that your high school transcript and SAT or ACT scores are forwarded to us at the address below. When we receive your application we will send you an acknowledgement of receipt of the form. If you do not receive this acknowledgement in a reasonable amount of time, please contact the Admissions Office by phone or letter.

Applications are reviewed and decisions sent on a continuous basis. Saint Michael's subscribes to the Candidate's Common Response Date, allowing applicants until May 1 to make their decision about attending. If you desire an additional application or information, please feel free to write or call:

**Director of Admissions
Saint Michael's College
Winooski, Vermont 05404
(802) 655-2000**

If you plan to visit campus the Admissions Office (Klein Center) hours are Monday through Friday 9:00 A.M. to 4:00 P.M. and Saturday morning by appointment only. The Admissions Office is not open on Sunday.

Please write or call us to make an appointment.

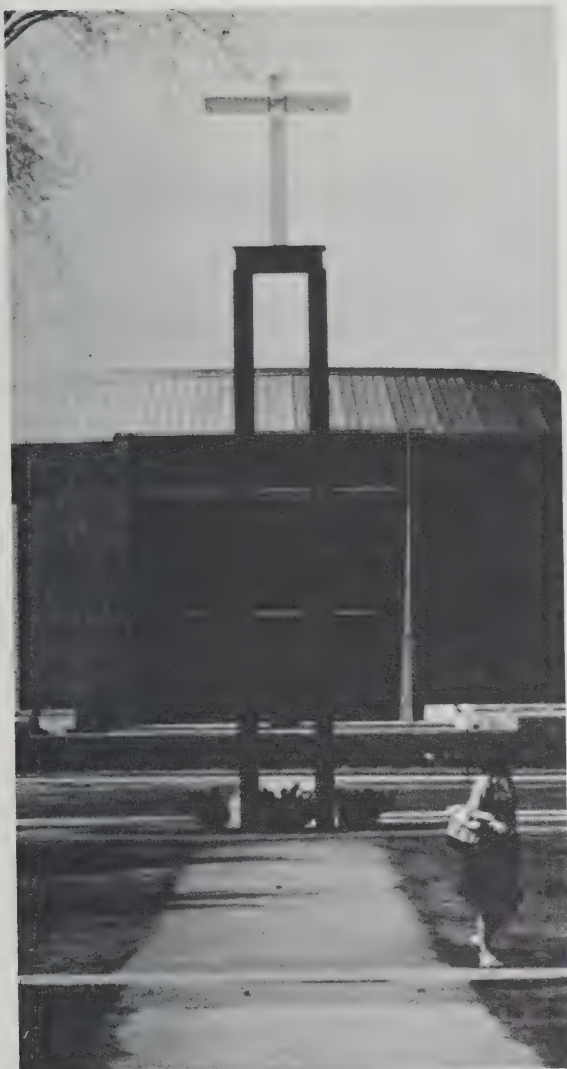
If you plan to stay overnight, modern accommodations are available nearby. We suggest you write or call for reservations in advance. Following is a list of nearby, year-round accommodations with over 60 rooms:

	Area Code (802)
Econo-Lodge, Exit 14E, Interstate 89	863-1125
Holiday Inn, Exit 14E, Interstate 89	863-6361
Howard Johnson Motor Lodge, Exit 14E, Interstate 89	863-5541
Radisson-Burlington Hotel, Burlington Square	658-6500
Ramada Inn, Exit 14E, Interstate 89	648-0250
Redwood Best Western, 1017 Shelburne Rd. (Rt. 7)	862-6421
Sheraton Motor Inn, Exit 14W, Interstate 89	862-6576

There are 42 additional inns and motels in the area.

HOW TO GET TO SAINT MICHAEL'S COLLEGE

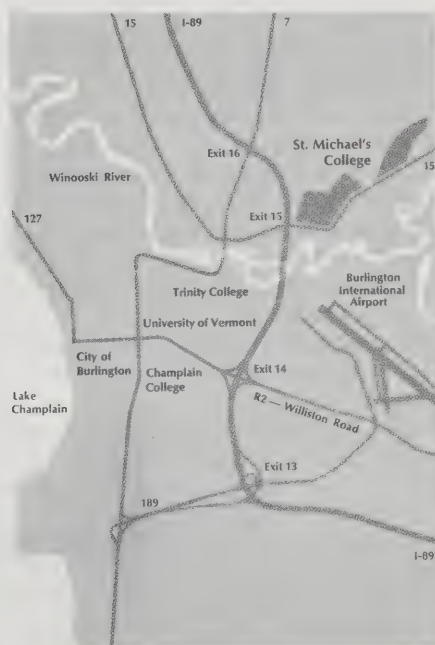
Saint Michael's College enjoys a uniquely accessible location in the State of Vermont. We are located within a few minutes ride of Burlington International Airport, an Amtrak Station and a bus terminal. Trains, airplanes and busses arrive in Burlington on regular daily schedules, making travel to the area convenient for you.



For your assistance we have provided travel times for various modes of mass transportation, as well as road mileage from many major cities.

If you plan to drive to campus you should consult road maps for specific routes to take. The network of Interstates 91 and 89 provide safe, easy and scenic driving from many locations to the south of Burlington. For information concerning train schedules you should call Amtrak at 800-523-5000. Airlines serving the Burlington area include Air New England, US Air and Delta. Flight schedules and ticket information are available from your local airline office or travel agent.

If you have any questions concerning our location, please contact us.



THE BURLINGTON, VERMONT AREA TRAVEL TIMES AND DISTANCES

Air Times*	From	Road Mileage**	Bus Times*
(to Burlington International Airport)			
23 min.	Albany, N.Y.	153 mi.	4 hrs.
40 min.	Boston, Mass.	225 mi.	5 hrs.
*150 min.	Chicago, Ill.	1013 mi.	23 hrs.
60 min.	Cleveland, Ohio	650 mi.	18 hrs.
*65 min.	Hartford, Conn.	230 mi.	7½ hrs.
—	Montreal, Que.	91 mi.	2½ hrs.
*85 min.	New Haven, Conn.	264 mi.	10 hrs.
90 min.	Newark, N.J.	291 mi.	9 hrs.
60 min.	New York City	305-330 mi.	8 hrs.
38 min.	Portland, Maine	208 mi.	6½ hrs.
74 min.	Providence, R.I.	269 mi.	6 hrs.
*65 min.	Springfield, Mass.	210 mi.	5¼ hrs.
104 min.	Washington, D.C.	550 mi.	14 hrs.
140 min.	White Plains, N.Y.	266 mi.	10 hrs.
115 min.	Worcester, Mass.	241 mi.	7 hrs.

*These are optimum times and do not include connections or delays.
**Road mileages are approximate and depend greatly on the actual route taken. These mileages are for the best and most direct route.

ACADEMIC REGULATIONS

Five courses a semester constitute the normal program. For statistical purposes students taking only four courses a semester are still considered full-time students.

Full-time sophomores, juniors and seniors whose quality point average at the end of the previous semester was 3.0 may take a sixth course without charge. This course may be taken on a Pass-Fail basis, provided the student so notifies the instructor at the beginning of the course.

Other students may take a sixth course, with the permission of the Academic Dean, at the charge of \$75 per credit.

DEGREE REQUIREMENTS

To earn the Degree of Bachelor of Arts, a student must:

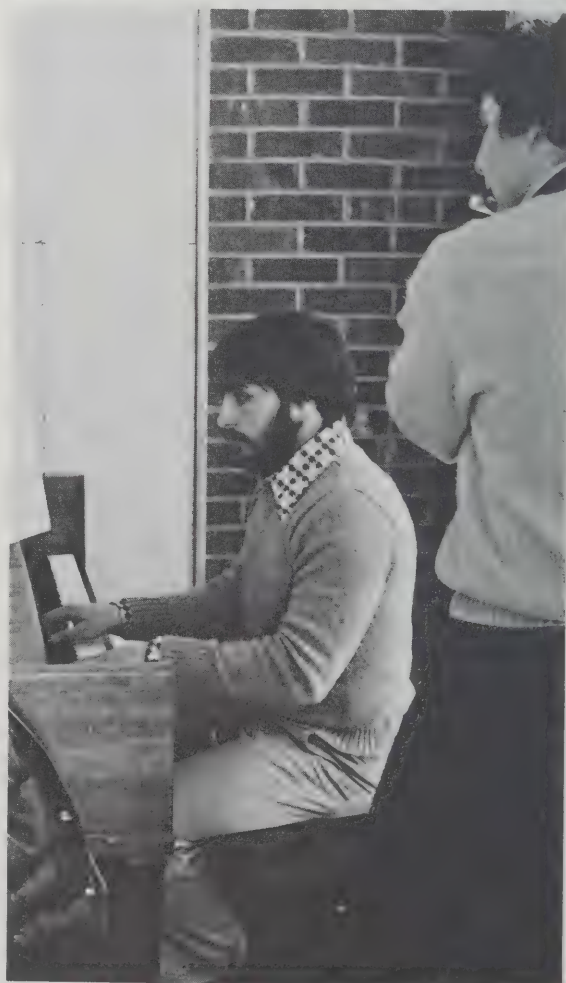
- (1) Complete at least 40 courses, exclusive of freshman and sophomore AFROTC courses, and earn a minimum of 120 credit hours;
- (2) Complete all requirements of one of the degree programs;
- (3) Maintain a quality point average of at least 1.8 in all courses and 2.0 in concentration courses.
- (4) To be applicable for graduation a course must carry a minimum of three credits and a maximum of five credits. Courses carrying less than three credits may coalesce into a single course toward fulfillment of the 40-course requirement.

Pass/Fail Option: Students will make their selection of the course they wish to take on a Pass/Fail basis *during registration period*. (First two weeks of semester.) A special Pass/Fail form must be filed in the Registrar's Office. Such a course may not be required one nor may it be part of the student's concentration.

Sophomores, juniors, or seniors may carry a sixth course to make up a failure. They will pay for it at a rate of \$75 per credit hour. *In no case may a student register for more than six courses in any semester.*

OFF-CAMPUS STUDY OPPORTUNITIES

Qualified juniors and seniors carrying a 3.0 average or better may be permitted to engage in independent study, internships, or fieldwork to which varying amounts of credit are attached. Interested applicants must begin the advisement process during the semester preceding the proposed endeavor. The Coordinator of Service Learning will assist students in preparing the required study agreement.



Successful applicants for off-campus study opportunities to which academic credit is attached will be charged the usual rate of tuition. If need is properly demonstrated or if merit scholarship assistance is appropriate, the Director of Financial Aid should be consulted.

INDEPENDENT STUDY

For **independent course work**, a student must seek the approval of a faculty sponsor, the Department Chairman, and the Academic Dean. An approval form must be filed with the Registrar. The fee is \$100. This procedure may be followed only when the desired course is not currently scheduled.

Independent research which contributes to the student's fuller understanding of a subject not covered in regular courses will be authorized for qualified applicants. It is limited to a maximum of six credits.

Internships are usually full-time, full-semester projects, normally off-campus. They must constitute significant learning experiences in every instance. Applicants are required to have attained at least junior status and to have completed prerequisite courses. Internships carry a maximum of fifteen credits.

COURSE DETERMINATION AND CHANGES

Preregistration. Students arrange their schedules in a preregistration period (normally in December and again in March) after consultation with their advisors. *For the March preregistration only*, an advance deposit of \$100 is required of

each student who preregisters for the following academic year. This must be paid by March 1. No student will be allowed to preregister without certification of payment by the College Treasurer. This deposit is non-refundable unless the Registrar is notified in writing by July 1 that the student who paid it will not return to Saint Michael's College. The deposit is credited to the tuition of students who do return. In addition to the \$100 deposit, a late fee of \$25 will be charged to any student not completing preregistration during the scheduled period in March.

Registration. Students formally register for courses at the beginning of each semester. (Please see Academic Calendar.) Students who are late in registering at the beginning of the semester will be charged a fee of \$10.

Change of Course or Section. Students may, without charge or penalty, request a change of course or section up to and including registration day of either term. They may also make such requests after one class meeting during the first week of class, in either term, without charge. All changes made after the first week of classes will carry a fee of \$5 payable at the time of the request for change. If the change cannot be approved the fee will be refunded. The last days for course or section changes are two weeks after the first class meeting of the semester.

A student wishing to make a course change should make this request through the Student Information Center. The student is responsible for notifying instructors involved when a course or section change is made.





CLASS ATTENDANCE

Students should understand that the main reason for attending college is to be guided in their learning activities by the teachers to whom they are assigned. This guidance takes place primarily in the classroom and laboratory. Each meeting of these is important.

So, the following policies have been established:

- (1) Members of the teaching faculty are expected to meet all scheduled classes unless prevented by illness or other emergencies.
- (2) Students are expected to attend all scheduled classes.
- (3) The instructor of a course may allow unexcused absences equal to the number of class meetings per week. Additional unexcused absences will be considered excessive.
- (4) The instructor will report excessive absences to the Academic Dean who will warn the student.
- (5) If unexcused absences continue, the Academic Dean may remove the student from class with a failing grade.

EXAMINATIONS, GRADING SYSTEM

Tests may be held at any time during a semester course at the discretion of the instructor. Final examinations are given at the appointed times at the end of each semester. Final examinations may not be omitted without the approval of the Academic Dean.

Make-up examinations are given to students who are legitimately absent from a final examination. Request for make-up examinations are made to the Academic Dean. Students who are suspended for disciplinary reasons are not eligible to take examinations or to make them up, unless such permission is given at the time of suspension.

Seniors, in their last semester, may be exempted from final examinations, provided they have a B average in the course and permission of the instructor.

The permanent grade in each course is based upon class work and the final examination. Each instructor determines what weight is to be given to each.

Instructors report grades to the Registrar four times a year. They report final course grades at the end of each semester, they report grades of D and F at mid-semester. The Registrar, when appropriate, notifies parents of final grades at the end of the semester and of D and F grades at mid-semester.

Grades are reported and recorded by letters which indicate the following quality:

A — Superior C — Average F — Failing
B — Above average D — Poor

Student averages and rank in class are computed on a quality point basis. In this system:

A = 4	C+ = 2.5	D = 1
B+ = 3.5	C = 2	F = 0
B = 3	D+ = 1.4	

To determine the quality points earned for a particular course, multiply the number equivalent to the letter grade by the credit hours assigned to the course. For credit notations see the descriptions of particular courses starting on page 45 in this catalogue. Thus an A in Biology 101 (4 semester hours) earns 16 quality points (4 quality points \times 4 semester hours).

To arrive at the quality point average, add the quality points for all courses. Then divide this sum by the number of semester hours attempted.

Instructors may also use the following letters in reporting grades:

I—Some course assignments have not been completed. This is not a permanent notation.

X—Student was absent from the final examination. This is not a permanent notation.

WD—Student withdrew from course without penalty.

Notes of I, X, and WD are not computed in the student's average. An I must be made up within six weeks of the beginning of the semester following the assignment of the notation. A record containing such a notation is not eligible for honors in the semester in which it was incurred. After make-up of an I or X, a new average will be computed and the student's record corrected. If an I or X is not made up the final grade in the course becomes F.

DEAN'S LIST GRADUATION WITH HONORS

A student who achieves an average of at least 3.0 at the end of the semester with no grade below B is cited on the Dean's List.

Students who maintain the averages specified below receive their degrees with honors listed:

Cum laude — 3.25

Magna cum laude — 3.6

Summa cum laude — 3.9

ACADEMIC STANDING

If a student fails one or more courses he is placed on WARNING and so notified. When a student is below the qualifying average he is placed on PROBATION and so notified. This qualifying average escalates from 1.2 in the first semester of the freshman year to 1.4, 1.5, 1.6, 1.7, and 1.8 in each of the following semesters. Two semesters on probation will lead to a review of the student's record by the Academic Review Board. It will recommend appropriate action, including dismissal, to the Academic Dean.

Although the procedure listed above generally applies, Saint Michael's College reserves the right to dismiss at any time, without giving additional reason, students whose conduct or academic standing it judges to be unacceptable. Neither the College, nor the officers, nor trustees of the college will be under any liability for such dismissal.

It is the responsibility of the student to register for the proper courses to complete degree requirements. Students are required to obtain permission from the Academic Dean to take courses at other colleges.

A student who withdraws from Saint Michael's College must complete a withdrawal form and return it to the Student Information Center. Unless he/she does so, and thereby formally withdraws, there is no remission of tuition and fees.

STUDY ABROAD

Saint Michael's College cooperates with various American agencies and European centers in providing for interested students an opportunity to study abroad. To qualify, such students must have at least a 3.0 average.

During their sophomore year they must seek authorization for the program of their choice by obtaining a form from the Registrar's Office. This form will be signed by the student's advisor, his/her department chairman, and the Academic Dean. The signatures indicate prior approval of the overseas courses to be taken. By exception, sophomores may be approved for study abroad; seniors are not granted approval.

COLLEGE LEVEL EXAMINATION PROGRAM

Saint Michael's College participates in the College Level Examination Program (CLEP). The Educational Testing Service of Princeton, New Jersey has prepared standardized tests which are designed to measure college-level learning acquired through independent reading, job-training, television programs and other nontraditional sources. Students enrolled at Saint Michael's may submit scores of these CLEP examinations to be evaluated for credit. Contact Saint Michael's College Registrar for detailed information.

CLEP examinations are divided into two areas:

- I. General Examinations which measure achievement in basic areas of liberal arts (such as Humanities and Natural Science). Saint Michael's College will usually grant credits if 60%ile minimum scores are attained.
- II. Subject Examinations which measure achievement in specific courses. These tests are used to grant exemptions from and credits for specific courses (such as American Government, Business Law, Educational Psychology, and English Literature). CLEP scores at or above the 60%ile can be used to fulfill distribution or prerequisite requirements. No more than 6 credits can be given for any one subject examination, and no more than a total of 30 credits will be accepted by Saint Michael's College for CLEP examinations.

ADVANCED PLACEMENT PROGRAM

Saint Michael's College participates in the Advanced Placement Program of the College Entrance Examination Board. Students who have taken accelerated courses in high school and who score three or above on A.P. Exams will be considered for college credit, course waiver or both.



COURSE DESCRIPTION



DEPARTMENT OF AEROSPACE STUDIES

Lt. Col. Martin J. Engelken, Chairman; Craig, St. Cin.

Department of Aerospace Studies courses AS 101-103 and AS 201-203 are designed to provide freshmen and sophomore students with an orientation and basic understanding of the history of the Air Force and purpose and mission of the Air Force in today's world. (This one credit course may be taken in addition to the standard five-course, 15-credit workload.) Students may take these courses to learn more about Air Force life and job opportunities with no obligation. The 300 and 400 level courses are designed to develop students' basic management skills, communication skills, and develop their awareness of military-civilian relationships. Upon graduation students will be commissioned as second lieutenants in the U.S. Air Force. All college majors may participate in Air Force ROTC. The 300 and 400 level courses, as well as the Aerospace Studies 205 course, may be used to fulfill elective course requirements.

101-103 UNITED STATES AIR FORCE TODAY (Freshmen in Four-year program)

Two semesters

This course deals with the Air Force in the contemporary world through a study of the total force structure, strategic offensive and defensive forces, general purpose forces, and aerospace support forces. Leadership Laboratory activities are included.

One class hour each week.

One leadership laboratory hour each week.

One credit each semester.

201-203 DEVELOPMENT OF AIR POWER (Sophomores in Four-year program)

Two semesters

This course includes a study of air power, developed from an historical perspective, starting before the Wright brothers and continuing through the 1970's. Students will study the factors which have led to the development of air power as a primary element of national security and will know how air power has been utilized in military and nonmilitary operations to support national objectives.

One class hour each week.

One leadership laboratory hour each week.

One credit each semester.

205 FLIGHT INSTRUCTION GROUND SCHOOL

Fall

The objective of this course is to provide the student with the necessary aeronautical knowledge to meet the prerequisites specified in Federal Aviation Regulations (FAR) Part 61 for the FAA Private Pilot Written Examination. Topics discussed among others include Federal Aviation Regulations, navigation, recognition of critical weather situations, and the safe and efficient operation of airplanes. This is not an AFROTC course

and is not required for AFROTC members.

Prerequisite: Permission of Instructor.

Three credits.

301-303 AIR FORCE MANAGEMENT AND LEADERSHIP

Two semesters

An integrated management course emphasizing the individual as a manager in an Air Force milieu. The individual motivational and behavioral processes, leadership, communication and group dynamics are covered to provide a foundation for the development of the junior officer's professional skills as an Air Force officer. The basic management processes involving decision making, utilization of analytic aids in planning, organizing, communicating, and controlling in a changing environment are emphasized as necessary professional concepts. Actual Air Force cases are used to enhance the learning and communication processes.

Three class hours each week.

One Leadership Laboratory hour each week.

Three credits each semester.

401-403 NATIONAL SECURITY FORCES IN CONTEMPORARY AMERICAN SOCIETY

Two semesters

A course conceptually focused on the Armed Forces as an integral element of society with an emphasis on the broad range of American civil-military relations and the environmental context in which U.S. defense policy is formulated and implemented. In each semester, students will be expected to prepare individual and group presentations for the class, write reports, and otherwise participate in group discussions, seminars, and conferences.

Three class hours each week.

One Leadership Laboratory hour each week.

Three credits each semester.

AIR FORCE RESERVE OFFICER TRAINING CORPS

The Department of Aerospace Studies provides preprofessional preparation for future Air Force Officers. The curriculum is designed to develop career-oriented men and women who can apply their liberal arts education and AFROTC experience to their initial active duty assignments as Air Force Commissioned Officers. **AFROTC is open to all college majors.** In addition to the formal course of study shown under the Department of Aerospace Studies listing, pilot candidates participate in a 25 hour Flight Instruction Program during their senior year. Extracurricular activities such as visits to Air Force bases, orientation rides in Air Force aircraft, social activities, participation in the Marching Saints Drill Team, and honorary society membership are available for interested students. Students who participate in the four-year program attend a four-week training session at an Air Force base in the summer between the sophomore and junior years. The two-year program is available to students who did not have the opportunity to take the freshman and sophomore ROTC courses or did

not elect to do so. It is also available to transfer students who will spend a minimum of two years at Saint Michael's College, either in undergraduate or graduate status. Selection for this program is on a competitive basis. Any students interested in the two-year program should contact the Department of Aerospace Studies during the first semester of their sophomore year. Those selected will attend a six-week Field Training session at an Air Force base in the summer between their sophomore and junior years, and then enter the Professional Officer Course (AS 301-303) during their junior year.

Scholarships. Air Force ROTC College Scholarships provide full payment of tuition, laboratory fees, textbooks, and a tax-free payment of \$100 per month while the student is in school and on scholarship status. High school seniors can apply for the four-year AFROTC College Scholarships (these scholarships are extremely competitive with approximately 1 out of every 12 qualified applicants receiving a scholarship). Applications for these four-year scholarships must be submitted by 15 January in the senior year. Three- and two-year scholarships are available for qualified freshmen and sophomore students at Saint Michael's College. A minimum GPA of 2.5 is required; in addition, the applicant must satisfactorily complete the Officer Qualifying Test and an Air Force physical. These will be scheduled by the Department of Aerospace Studies.

Subsistence Pay. All students in their last two years of AFROTC receive tax-free subsistence pay of \$100 per month.

Uniforms. Uniforms are furnished at no cost. Students are responsible for the proper care and cleanliness of uniforms in their possession.

AFROTC Field Training is offered during the summer between the sophomore and junior years at selected Air Force bases throughout the United States. This is normally a student's first exposure to a working Air Force environment. Here they learn and make use of junior officers training and leadership techniques and participate in sports competition with other cadets. Students in the four-year program participate in four weeks of field training during the summer between their sophomore and junior years. Students applying for entry into the two-year program must successfully complete six weeks of field training prior to enrollment in AFROTC.

SUPPLEMENTAL COURSES: All contract cadets must complete certain required supplemental college courses in addition to all Aerospace Studies courses. Freshman and sophomore students on scholarship must complete an English Composition course. All AFROTC students must complete a math reasoning course prior to graduation. Ideally, the course should include the acquisition of a specific skill, e.g., statistics, computer science, calculus, etc.

ARMY ROTC AT THE UNIVERSITY OF VERMONT

Staff: Lieutenant Colonel David Coseo, Professor of Military Studies; Major Ron Kushnir, Captains L. Hughes, Wm. Chadick and Dave Arnold; Sergeants Donald Kirkpatrick and Lodovino Edquid. Students at Saint Michael's College may enroll in either the Four-Year or Two-Year Army ROTC Program at the University of Vermont. Courses in the first two years of the four-year program are designed to develop in freshmen and sophomore cadets an awareness of the nature of military service, historical roles, and impact upon international relations. Participation in the first two years involves no student obligation. Emphasis is placed on outdoor training with offerings involving survival, rappelling, backpacking and marksmanship.

Sophomores desiring to enter the two-year program may qualify by attending either the 6-week summer camp at Fort Knox, Kentucky, or summer session at the UVM campus.

The junior and senior years introduce the skills necessary for a commissioned officer to perform during his initial assignment.

Open to men and women.

Opportunities exist for full tuition scholarships.

Extracurricular activities: Ethan Allen Rifles and Champlain Sabres.

Monetary benefits: A total of \$2,500.00 during the last two years, exclusive of scholarship benefits.

Service obligation: Several options exist, ranging from 3 months active duty to career service for those qualifying.

Uniforms furnished during the last 2 years and to freshmen and sophomores participating in extracurricular activities.

Course Prerequisites: MS 1 through MS 19: freshman or sophomore standing, or Department approval. MS 101 through MS 112: student must be enrolled in the Army ROTC Advanced Course.

MS 1 INTRODUCTION TO MILITARY STUDIES *Fall and Spring*

American military heritage; customs and traditions of the service; historical development of the Army and its role in support of national objectives; the diversity of missions performed during both peace and war; civil-military relations; the role of ROTC, the National Guard and Reserve; the military as a profession.

Chadick.
Two hours.

MS 2 WAR AND SOCIETY (2) *Fall and Spring*
An overview of several aspects of war; warfare as seen by some notable military thinkers, effects of war on society and society on war, principles of war, and contemporary issues involving the use of military force.

Kushnir.
Two hours.

MS 3 THE NON-MILITARY ROLE OF THE MILITARY (2) *Spring and Fall*

The course is designed to examine the political, social, economic, and educational implications generated by the existence of armies. Specifically, it seeks to isolate and evaluate the possible and actual uses of these armies exclusive of their primary role in the combat experience. The non-military role of the military is examined in its traditional role of nation building and internal improvements and in its developing role as an agent of social and economic rehabilitation. The course is primarily directed toward the United States but also integrates the experiences of other countries when relevant.

Coseo.
Two hours.

MS 4 CONTEMPORARY WORLD MILITARY SCENE (2) *Spring and Fall*

Seminar on current international uses of military forces, viewed against a background of long range national concerns, especially of the U.S., U.S.S.R. and China.

Staff.
Two hours.

MS 12 RAPPELLING (½) *Fall and Spring*
Basic instruction in rope management, rope installation and rappelling, consisting of both classroom instruction and outdoor practical exercises.

Chadick.
Three hours.

MS 14 PHYSICAL TRAINING (½) *Fall, twice; Spring, twice*

Physical conditioning which provides the student an opportunity to assess his/her physical condition against the standards for successful completion of the ROTC Advanced Course. Also provides a means of getting into proper physical condition.

Kirkpatrick.
One hour.

MS 16 SURVIVAL (1) *Fall and Spring*
Instruction in wilderness survival techniques, to include land navigation, procurement of food, water and shelter. Includes overnight survival exercise in a wilderness environment.

Edquid.
One hour.

MS 17 MARKSMANSHIP (½) *Fall and Spring*
Introduction to basic rifle marksmanship to include hand and eye coordination, posture, and breath and trigger control.

Kirkpatrick.
Two hours.

MS 18 BACKPACKING (1) *Fall and Spring*
Instruction in the basics of backpacking, to include an overnight hike in the Green Mountains of Vermont.

Kirkpatrick.
Two hours.

MS 19 ORIENTEERING (½) *Fall and Spring*
Instruction in land navigation using the map and compass.

Kushnir.
One hour.

MS 101 LEADERSHIP AND MANAGEMENT I (2) *Fall*

Military cartography. The psychological and sociological factors which affect human behavior, individual and group solution of leadership problems in an organization. Analysis of the leader's role in directing and coordinating the efforts of individuals and small groups in obtaining organizational goals.

Hughes.
Two hours.

MS 102 LEADERSHIP AND MANAGEMENT II (2) *Spring*

Fundamentals of educational psychology applicable to instruction; techniques used in planning, presenting, and evaluating instruction. An orientation into military occupational specialties. Introduction to small unit tactics.

Hughes.
Two hours.

MS 111 LEADERSHIP AND MANAGEMENT III (2) *Fall*

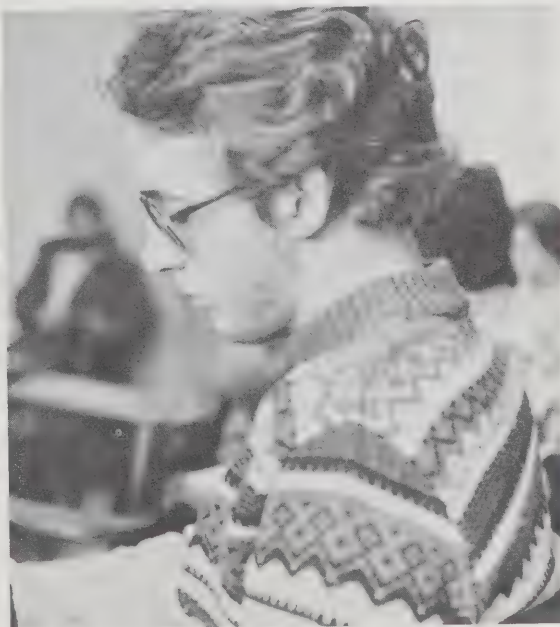
Analysis of techniques and procedures used in managing organizations. The role of interdisciplinary teams and the development of courses of action to solve typical stressful leadership problems.

Arnold.
Two hours.

MS 112 LEADERSHIP AND MANAGEMENT IV (2) *Spring*

Investigation of selected leadership and management problems associated with unit administration, military law, and the Army Readiness Program. Obligations and responsibilities of an officer.

Arnold.
Two hours.



DEPARTMENT OF BIOLOGY

Dr. Daniel J. Bean, Chairman; DiLorenzo, Hartnett, Hessler, Klein, Sullivan.

Admission to the Biology concentration ordinarily requires that the applicant have satisfactorily completed four years of high school mathematics, one year each of biology, chemistry, and physics. High school students desiring to elect a second year of biology should do so only if they have completed chemistry and physics. SAT scores, rank in class, academic average and personal recommendation are considered on an individual basis.

The concentration in Biology introduces the student to the major core areas of biological knowledge. The program of courses provides the necessary background preparation for application to advanced studies in graduate schools, medical schools, dental schools and other pre-health programs. The student is also prepared for careers in teaching or research, and job opportunities in industry and government for which biological science is a requirement.

A qualified student may be given the opportunity to do an original laboratory or field research project during the Senior year. The results must be satisfactorily presented in a written and oral report as part of the degree requirement.

The major in Biology normally requires 12 courses within the department. These are: Biology 101, 103, 205, 301, and 410 (2 semesters) and at least one course in both groups I and II.

The additional department course offerings are grouped as:

- I. Biology 347, 405, and 407
- II. Biology 213, 307, 341, 345, and 409
- III. Biology 206, 321, 323, and 420

(Certain of these courses have optional laboratories with permission of instructor. A minimum of at least four advanced courses must be taken with laboratory.)

Additional required courses are:

Chemistry 103-107, 201-203
Mathematics 102-103, or 105-107

Strongly recommended:

Chemistry 301-303 (for those interested in Biochemical or Physiological studies in graduate school)

Mathematics 102 (if 105-107 are taken in freshman year)

Physics 220-222 (Required for admission to medical or dental schools and to certain graduate school programs. Strongly recommended for all students.)

French, German, Russian, or Computer Language (for those interested in Graduate School.)

Summary of Course Requirements for a B.A. degree with a Concentration in Biology:

12 courses in Biology (plus Senior Research if elected)

6 to 8 courses in Chemistry, Physics and Mathematics

8 courses in Distribution requirements (2 Humanistic studies; 2 Philosophy; 2 Religious Studies; 2 Social Studies)

11 to 13 elective courses in any field

40 courses required for the degree.

Individualized Program

The Biology Department offers the possibility of planning an individualized program which may meet the minimum requirements for teacher education or professional schools. Students interested should consult the department chairman.

100 CONTEMPORARY BIOLOGY

Fall and Spring

Selective considerations of the contributions of biological science to the understanding and interpretation of natural processes and their inter-relationships to some of the major problems confronting mankind. The course material will, on a semester basis, reflect the interests of the instructor.

Non-concentrators only.

Three class hours each week. Three credits.

101-103 GENERAL BIOLOGY *Two semesters*

A comprehensive introduction to the concepts of ecology, molecular biology, genetics, plant and animal structure and function, development and evolution.

The laboratory is designed to provide the student with fundamental experience in developing methods of biological observation and experimentation.

Open to Biology and Psychology concentrators; others by permission.

Prerequisite: Biology 101 for 103.

Lectures and a laboratory each week. Four credits each semester.

205 INDEPENDENT READINGS IN THE BIOLOGICAL LITERATURE

Fall and Spring

Reading, writing, discussion and oral presentations in which the student learns to explore the fundamental sources of biological knowledge; the student may extend his/her study in any area of basic biological concepts that was considered during the general course. A close learning rapport is provided between the student and teacher.

Limited to Biology concentrators.

Group discussions and personal consultations.

Three credits.

206 FIELD BIOLOGY

Fall

A study of local flora and fauna with emphasis on the techniques of collection, identification and preservation of specimens. Lectures cover the taxonomic and phylogenic aspects of the various organisms.

Prerequisite: Biology 101-103.

Lectures and a laboratory each week. Four credits.

213 PRINCIPLES OF ANIMAL NUTRITION

Fall

Lectures on the chemistry and physiology of nutritive requirements for growth maintenance and other body functions. Other topics will include digestion, absorption, transport, and metabolism of nutrients.

Prerequisites: Biology 101-103 or Permission of Instructor.

Lectures and optional lab. Three or four credits.

241 ANIMAL BEHAVIOR

Spring

Current theories on animal behavior in vertebrates and invertebrates. Emphasis on the works of Lorenz, Von Frisch, Tinbergen, Gould, Wilson, Scott, Palmer and Brown, among others. Topics will include behavior mechanisms in aggression, migration, orientation, mimicry, biological clocks, social organizations and other areas of animal behavior.

Three class hours each week. Three credits.

301 CELL BIOCHEMISTRY

Fall

An introduction to the molecular basis of structure and function in living organisms. The current concepts of energy production and major biosynthetic pathways are explained and evaluated. The laboratory employs fundamental qualitative and quantitative methods used in the study of biomolecules. The interpretation and significance of experimental data are stressed.

Prerequisites: Chemistry 201-203.

Lectures and laboratory each week. Four credits.

307 VERTEBRATE BIOLOGY

Spring

A comprehensive treatment of the comparative gross anatomy of selected types of vertebrates and their evolutionary relationship. A detailed study is made of vertebrate microanatomy and the physiology of certain tissues and organs. The laboratory stresses a detailed dissection of a representative of the vertebrate classes along with a microscopic study of mammalian tissues and organs.

Lectures and a laboratory each week. Four credits.

321 ECOLOGY

Spring

The study of the responses of animals and communities to environmental change. Concepts of physical and biotic factors and their effects on the abundance and distribution of animals are considered, as are principles of population structure, growth and energy flows in communities.

Laboratories stress surveys of local habitats and standard techniques of ecological research.

Lectures and a laboratory each week. Four credits.

323 GENETICS

Spring

An in-depth introduction to basic Mendelian and non-Mendelian genetics as well as molecular and population genetics. Laboratory experience includes problem analysis in *Drosophila* and human genetics.

Prerequisite: Biology 301 or Permission of Instructor.

Lectures and laboratory. Four credits.

345 ANIMAL DEVELOPMENT

Fall

Selected aspects of animal growth and development. Lecture material considers the topics of developmental sequences, cellular differentiation, genetic regulation, and mammalian development.

Prerequisite: Biology 103.

Lectures and laboratory. Four credits.

347 VASCULAR PLANT MORPHOLOGY

Not offered 1980-81

A comparative study of the morphology and anatomy of the vascular plants, including basic microtechnique and histological preparation of plant tissues. Special emphasis is placed upon morphology and taxonomy of the angiosperms.

Prerequisites: Biology 101-103 and Permission of Instructor.

Lectures and laboratory each week. Four credits.

405 MICROBIOLOGY

Fall

A study of the structure, development, growth and physiology of organisms classified as bacteria, algae and fungi; certain aspects of virology and immunology are considered. Laboratory explores taxonomy and morphology as well as physiology and biochemistry of micro-organisms.

Prerequisite: Junior standing.

Lectures and a laboratory each week. Four credits.

407 PLANT PHYSIOLOGY

Spring

A study of the functions of plants, of bio-organization from the subcellular to the organism, showing the integration of cells, tissue systems, and the plant body. The socio-economic role of plants as food crops and aspects of economic botany are considered. Lecture and laboratory experience in different aspects of the physiology of the flowering plants.

Prerequisite: Junior standing.

Lectures and a laboratory each week. Four credits.

409 ANIMAL PHYSIOLOGY

Spring

A comparative study of physiological systems in invertebrate and vertebrate animals with emphasis on the human. The structural and functional evolution of each of the major systems is discussed.

Prerequisite: Junior standing.

Lectures and laboratory. Four credits.

410 SENIOR SEMINAR

Two semesters

The seminar topics are directed toward specific areas of biological investigation: evolution theory, historical and social biology, molecular studies, etc. The seminars are also open to special topics presented by the participants. The significant experimental data and their interpretation in relation to the problem investigated are emphasized. Group discussion is keynoted.

Three credits each semester.

420 SENIOR RESEARCH

One or Two semesters

Senior research provides an opportunity for students who have demonstrated above average performance to undertake a laboratory or field investigation with a member of the Biology Faculty. The results must be reported in written form and presented in a seminar.

Three credits each semester.

DEPARTMENT OF BUSINESS ADMINISTRATION AND ECONOMICS

Dr. Joseph Amrhein, Chairman; Anderson, Benson, Carvellas, Fortune, Guiffre, Kenny, Kessel, Knight, Kuklis, LaMarche, Liu, Stoler.

Lecturers: Caldbeck, Cannizzaro, Esping, Griffith, Gutman, Kelley, H. Loudon, P. Loudon, Monticello, Thomas.

The department offers concentrations in Business Administration and Economics and a sequence in Accounting. The requirements for the Accounting sequence are listed below, followed by the concentration courses for Business Administration and finally, Economics.

ACCOUNTING SEQUENCE

For students interested in an Accounting sequence, the following courses are required: Business 105-107, 121-123, 207, 208, 221-223, 227, 315-317, 343, 351, 415, 450 and 451. Business 303, 305 and 455 are not required.

THE CONCENTRATION IN BUSINESS ADMINISTRATION

The concentration in Business Administration is designed to develop an awareness of the structure of the business firm and an exposure to decision-making processes of the management function. Students are prepared to accept administrative positions in business and industry, government and other profit and non-profit making firms, or to enter an advanced degree program.

Required courses: Business 105-107, 121-123, 207, 208, 303, 305, 315-317, 455.
Economics 101-103.

101 INTRODUCTION TO BUSINESS

Fall and Spring

Designed to provide a general overview of the business world and its interrelationships between groups and departments within a firm and between a firm and its outside environments; to stimulate an interest in and initiate an awareness of this important dynamic force in present-day society.

Not open to Business Administration concentrators.
Three class hours each week. Three credits.

105-107 MATHEMATICS FOR MANAGEMENT

Two semesters

A consideration of the mathematical tools found useful in business decision making. Topics include set theory, probability theory, matrix algebra, game theory, and an introduction to the calculus.

Open only to Business concentrators. Each semester may be waived by examination.

Prerequisite: Two years high school algebra.

Three class hours each week. Three credits each semester.

121-123 INTRODUCTORY ACCOUNTING

Two semesters

Accounting is an important aid to management. Much time is devoted to demonstrating how accounting data can be used to assist in decision making and control. Business transactions are analyzed and recorded in order to assemble financial data, which is then interpreted for management.

Three class hours each week. Three credits each semester.

207 STATISTICS

Fall and Spring

Elementary theory and techniques of statistical inference. Enumerative and analytical studies; acceptance sampling and problems in testing and estimation. Laboratory: once a week.

Open only to Business concentrators.

Prerequisites: Business 105-107.

Three class hours each week. Three credits.

208 BUSINESS LAW

Fall and Spring

The fundamentals of the law of contracts, sales, negotiable instruments, partnerships and corporations.

Three class hours each week. Three credits.

221-223 INTERMEDIATE ACCOUNTING

Two semesters

A course in accounting theory and practice; complex problems of accounting for corporations; problems connected with the valuation of asset, liability, and net worth accounts; analysis of statements; other topics of an advanced nature.

Prerequisites: Business 121-123.

Three class hours each week.

Three credits each semester.

227 COST ACCOUNTING

Fall

A study of cost accounting as a tool of management, providing the connecting link between the planning and control functions. Includes the study of job order, process cost systems and offers the opportunity to work with three cost elements: materials, labor and overhead.

Prerequisites: Business 121-123.

Three class hours each week.

Three credits.

231 FUNDAMENTALS OF ACCOUNTING

Fall

Designed for the non-business student who wants a basic knowledge of accounting without the details of bookkeeping. Major emphasis is focused on the contents of financial statements and the interpretation and possible uses of this information. Basic concepts such as budgets, interest, discounting notes, and inventory valuation are included.

Not open to Business Concentrators.

Three class hours each week. Three credits.

303 PRINCIPLES OF MANAGEMENT

Fall

Examines and encourages the development of useful managerial skills by familiarizing the student with the field of management as it exists today. Significant use of analytical capabilities and quantitative techniques. Topics include goal setting, planning, organizational design, human factors in the organization, decision-making and controlling activities.

Three class hours each week. Three credits.

305 MARKETING

Spring

A managerial approach to marketing problems. Marketing strategy and designing a market mix are stressed to give the student a broad view. This planning takes place in a dynamic social and political environment with extensive treatment given to the effect of the economy on marketing.

Three class hours each week. Three credits.

315-317 FINANCIAL POLICIES OF CORPORATIONS

Two semesters

Methods and problems of financial management. Capital budgeting, methods of financing, asset management, corporate expansion and contraction, and the fundamentals of financial analysis are considered.

Prerequisites: Business 105-107, 121-123, 207.

Three class hours each week. Three credits each semester.

319 BUSINESS COMMUNICATIONS

Fall and Spring

Theory and practice in the general areas of written and oral business communications. Special emphasis is given to the various types of business letters and the development of the formal business report. Style, accuracy, and readability are stressed.

Open only to Business Concentrators.

Three class hours each week. Three credits.

321 PERSONNEL ADMINISTRATION

Fall and Spring

The area of personnel administration: organization for personnel, staffing, recruiting, selection, training of employees, employee evaluation, job analysis, salary and wage administration, promotion, demotion, incentives and morale.

Three class hours each week. Three credits.

323 BUSINESS CYCLES AND FORECASTING

Alternate Years

Begins with a discussion of the factors which contribute to economic growth and stability and to the level of national income. Then proceeds to a study of the techniques that are used in business to make forecasts.

Prerequisites: Economics 101-103 or 107.

Three class hours each week. Three credits.

325 SALES AND SALES MANAGEMENT

Fall

The qualifications of the salesman in today's competitive world from a consumer-oriented approach. Special emphasis is given to the psychological and behavioral considerations of selling. Through case studies attention is focused on the dynamic area of sales strategy as it is planned, implemented, and controlled in business.

Prerequisite: Permission of Instructor.

Three class hours each week. Three credits.

335 INTRODUCTION TO COMMERCIAL BANKING

Fall

An introduction to the business of banking, and how the individual commercial bank is a part of the economic environment of the banking system. The areas of: liquidity management and general liquidity policies, loan management and credit analysis, investment policies, and the determinants of profit management will be given special emphasis.

Prerequisite: Permission of Instructor.

Three class hours each week. Three credits.

341 LABOR RELATIONS

Fall and Spring

A broad survey course. Topics include the history of the American labor movement, the development of labor law in the United States, and an analysis of the techniques and strategies of collective bargaining both for management and labor in the public and private sectors. Various methods of dispute settlement including mediation, arbitration and fact finding will be considered.

Three class hours each week. Three credits.

343 MANAGERIAL COST ANALYSIS

Fall and Spring

Focuses on four essential aspects of reporting accounting data for management: cost determination; cost control; performance evaluation, and financial information for planning and special decisions. The mechanical aspects of cost accounting are not stressed, but the determination of accounting data for purposes of decision-making, control and evaluation is the primary concern. Highly recommended for those interested in management.

Prerequisites: Business 121-123.

Three class hours each week. Three credits.

345 BUSINESS RETAILING

Spring

An exploration of the evolution of American retail institutions together with a practical introduction into the field of retail merchandise control and promotion. Coverage of both large and small retail operations.

Prerequisite: Permission of Instructor.

Three class hours each week. Three credits.

351 ADVANCED ACCOUNTING

Fall

A course in accounting theory and practice. Studies of very complex accounting problems for partnerships, consolidations, fiduciaries, and governmental problems.

Prerequisite: Business 221-223.

Three class hours each week. Three credits.

355 ELEMENTS OF FINANCE

Spring

An introduction to the world of finance. Areas covered include money, banking and credit; investments and the securities markets; and corporate financial management. This course is for the liberal arts or science concentrator who has no previous training in finance.

Not open to Business concentrators.

Three class hours each week. Three credits.

361 FUNDAMENTALS OF EXPORT/IMPORT OPERATIONS

Fall

The course includes such topics as the search for and evaluation of overseas customers; the role of credit; terms, documents, pricing, and insurance; foreign exchange and international banking; and, advertising and promotion.

Prerequisites: Economics 101-103, 107, and Business 305.

Three class hours each week. Three credits.

365 HUMAN BEHAVIOR IN ORGANIZATIONS**Fall**

A consideration of human problems of administration. Such topics as motivation, resistance to change, interpersonal and intergroup conflict, communication, and discipline are discussed.

Prerequisite: Business 303.

Three class hours each week. Three credits.

367 ORGANIZATIONAL ENVIRONMENTS**Spring**

Examination of organizational structures in government, business and nonprofit institutions with attention to informal relationships, status systems, and operational patterns. The dynamics of change are interpreted in terms of organizational structure.

Prerequisite: Business 303.

Three class hours each week. Three credits.

405 PRINCIPLES OF ADVERTISING**Fall and Spring**

A broad study of advertising including its planning, creation, and use. The course reviews all media operations and attempts to lead the student through as much practical application as possible.

Prerequisite: Permission of Instructor.

Three class hours each week. Three credits.

411 INVESTMENTS**Fall**

Provides a background on the various types of securities, the security markets, and the nature of public regulation of the investment industry. Fundamental and technical analyses and random walk theory are examined.

Three class hours each week. Three credits.

415 FEDERAL INCOME TAX**Spring**

Accounting for Federal Income Tax purposes with concentration on the Internal Revenue Code and recent changes. Tax returns for individuals, corporations, estates and trusts are stressed with attention given to various information returns.

Prerequisites: Business 121-123.

Three class hours each week. Three credits.

422 RETAIL ADVERTISING AND PROMOTION**Spring**

Application of advertising and sales promotional principles through retailing establishments. Case studies of small retail businesses are discussed.

Prerequisites: Business 345 and 405.

Three class hours each week. Three credits.

441 CORPORATE SOCIAL RESPONSIBILITY**Fall**

A discussion of the role of the large corporation in society. How should the corporation respond to the various demands placed upon it? This course examines actual cases and also presents the students with several theoretical situations in an attempt to show all sides of the current debate.

Three class hours each week. Three credits.

450 SEMINAR IN ACCOUNTING**Spring**

Advanced theory, past and current literature, CPA exams, the AICPA, professional behavior and other accounting interests will be discussed.

Prerequisites: Business 351 and 451.

One class hour each week. Three credits.

451 AUDITING**Fall**

The study of systematic investigation and appraisal of procedures and operations for the purpose of determining conformity with existing accounting standards.

Prerequisite: Business 351.

Three class hours each week. Three credits.

453 CPA PROBLEMS**Spring**

The working of complex accounting problems fortified by a concentrated review of basic accounting concepts, for familiarization with parts of the CPA examination.

Prerequisites: Business 351 and 451.

Three class hours each week. Three credits.

455 OPERATIONS MANAGEMENT**Fall and Spring**

This capstone course examines the operational techniques in management activities. Topics typically include forecasting, cost benefit analysis, linear programming, transportation models, large scale project control, and inventory control. An integral component of the course is a computer-generated business game.

Open to senior Business concentrators only.

Prerequisites: Business 105-107; 121-123; 202; 303 and 315-317.

Three class hours each week. Three credits.

457 COMMERCIAL LAW**Spring**

Should be elected by students preparing for the CPA examination. The program goes beyond the scope of BU 208 by dealing with corporate legalities.

Prerequisite: Business 208.

Three class hours each week. Three credits.

THE CONCENTRATION IN ECONOMICS

The concentration in Economics is designed to provide an understanding of economic theory and economic institutions and to apply this knowledge to the analysis of economic problems and policies.

The program is deliberately flexible in order to provide for the broad range of interests found among concentrators: training for careers in business or industry, preparation for graduate school in economics, general academic training preparatory to attending law school, or simply an interest in social studies with a particular focus on economic problems. Following a core consisting of principles of economics, macroeconomic and microeconomic theory, and elementary statistics, the economics major works closely with a member of the department in an effort to plan a sequence of courses consistent with that student's interest. The Coordinating Seminar in Economics calls upon the student to use his/her training by pursuing topics of his/her own choice and discussing the research and results with his/her peers and professors in weekly seminar meetings.

Courses numbered 300 and 400 are open to both concentrators and non-concentrators. Concentrators must have completed Economics 101-103 as well as Economics 205 prior to enrolling in a 300 or 400 level course. Non-concentrators interested in these courses are admitted by permission of the professor.

Required of concentrators: Economics 101-103, 205, 311, 312, 410, and 4 elective courses in Economics.

101-103 PRINCIPLES OF ECONOMICS

Two semesters

This sequence introduces the student to the methodology, analytical tools, and subject matter of economics. Theory, policy and history are treated and major emphasis is given to microeconomics and macroeconomics.

Three class hours each week. Three credits each semester.

107 ELEMENTS OF ECONOMICS

Fall and Spring

An introductory study of basic economic institutions and selected economic problems. The elementary principles of economic theory are developed and applied to the analysis of selected problems.

Not open to concentrators in Economics or Business Administration.

Three class hours each week. Three credits.

205 STATISTICS FOR ECONOMISTS

Fall

The development of elementary statistical theory with applications to selected problems in economics. Emphasis tends to be on the probability theory, classical hypothesis testing and regression analysis.

Open only to Economics concentrators.

Three class hours each week. Three credits.

207 MATHEMATICS FOR ECONOMISTS

Spring

An introductory development of basic areas of mathematics as they are applied in economic analysis. Emphasis is given to calculus or matrix algebra during alternate offerings.

Open only to Economics concentrators.

Prerequisites: Economics 101-103 or 107.

Three class hours each week. Three credits.

231 INDUSTRIAL ORGANIZATION AND PUBLIC POLICY

Alternate Years

Examination of analytical and empirical problems relating to government policies toward business. Emphasis on the extent to which economic analysis can evaluate and guide formation of government policy. Rationale and effectiveness of government regulations.

Prerequisites: Economics 101-103 or 107 or Permission of Instructor.

Three class hours each week. Three credits.

301 HISTORY OF ECONOMIC THOUGHT

Alternate Years

This course surveys the major schools of economic thought and the principal contributions to economic theory from Aristotle to the present. Particular emphasis is given to the period beginning with Adam Smith's *Wealth of Nations*.

Three class hours each week. Three credits.

303 ECONOMIC HISTORY OF THE UNITED STATES

Spring

The course concentrates on the long-run determinants of economic growth in U.S. History from 1775 to the present.

Three class hours each week. Three credits.

311 MACROECONOMIC THEORY

Fall

Concentrated study of economic theory at the "macro" level: e.g., the examination of consumer behavior, investment expenditures, government taxes and expenditures, etc., with a view toward providing a consistent model of income determination. Among the topics examined with this model are fiscal versus monetary policy, balance of payment deficits, growth of an economy through time, inflation, unemployment.

Prerequisites: Economics 101-103 or Permission of Instructor.

Three class hours each week. Three credits.

312 MICROECONOMIC THEORY

Spring

Concentrated study of economic theory at the "micro" level: e.g., the development of demand theory beginning with the individual consumer, the determination of optimal or profit maximizing output levels for the individual firm and industry, the determination of the rate of return to the individual input to production. The course materials lead to a consideration of welfare propositions in economics as well as a view of the system as a whole through general equilibrium analysis.

Prerequisites: Economics 101-103 or Permission of Instructor.

Three class hours each week. Three credits.

315 COMPARATIVE ECONOMIC SYSTEMS

Alternate Years

Comparison of major contemporary economic systems such as Capitalism, Communism, and Democratic Socialism. Focus is on the manner in which the alternative systems handle the basic economic problems and needs of contemporary societies.

Prerequisites: Economics 101-103 or Permission of Instructor.

Three class hours each week. Three credits.

317 INTERNATIONAL ECONOMICS

Alternate Years

The course involves a study of both the pure theory of international trade and the balance of payments theory. A major emphasis in the course is on policy questions associated with the balance of payments and related current problems which the United States faces in the international economic scene.

Prerequisites: Economics 101-103 or 107 or Permission of Instructor.

Three class hours each week. Three credits.

321 ECONOMIC DEVELOPMENT

Alternate Years

Studies the problems associated with attempting to raise growth rates and related developmental changes in underdeveloped countries. Course considers alternative development theories and policies. Course concludes with a case study of development in Latin America.

Prerequisites: Economics 101-103 or 107 or Permission of Instructor.

Three class hours each week. Three credits.

323 BUSINESS CYCLES AND FORECASTING

Alternate Years

Begins with a discussion of the factors which contribute to economic growth and stability and to the level of national income, then proceeds to a study of the techniques that are used in business to make forecasts.

Prerequisites: Economics 101-103 or 107.

Three class hours each week. Three credits.

331 ECONOMICS OF THE LABOR MARKET

Alternate Years

Analysis of labor force, labor supply, wages, discrimination, and unemployment in terms of labor market experience and current theories of the labor market. Appraisal of the effects of unions and government policies on the economic position of labor.

Prerequisites: Economics 101-103 or 107 or Permission of Instructor.

Three class hours each week. Three credits.

401 MONETARY THEORY AND POLICY

Alternate Years

An analytical discussion of money supply and money demand, monetary institutions, policy and practice. The application of monetary theory to the problems of full employment, price, stability, economic growth, and balance-of-payments equilibrium.

Prerequisites: Economics 101-103 or 107.

Three class hours each week. Three credits.

403 PUBLIC FINANCE AND TAXATION *Alternate Years*

The course emphasizes the role of the public sector—local, state and national levels—in an economic system. Of particular concern are such matters as the economic impact of alternative tax schemes, the basic rationale for production of public goods, the conditions under which government regulation is desired, the relative effectiveness of expenditure and taxation policies in controlling unemployment, inflation and economic growth.

Prerequisites: Economics 101-103 or 107.

Three class hours each week. Three credits.

405 URBAN ECONOMICS *Alternate Years*

Examines the strengths and weaknesses of urban areas. Studies the complex interaction of political, sociological, and economic factors affecting urban areas, and emphasizes the analytical tools that have been developed.

Prerequisites: Economics 101-103 or 107 or Permission of Instructor.

Three class hours each week. Three credits.

410 COORDINATING SEMINAR IN ECONOMICS *Fall and Spring*

Seminar meetings in which concentrators report to their peers and professors the progress and results of independent study. It is intended that students deal with topics of interest to them which utilize the accumulated knowledge from their concentration in economics.

Three credits.

Open only to concentrators who have completed all other requirements for the major in economics or who are concurrently completing the major by taking one or two 300 or 400 level courses.

413 INTRODUCTION TO ECONOMETRICS *Alternate Years*

An elementary survey of the theoretical and empirical literature of the field of economics devoted to the statistical formulation of propositions derived from economic theory. Some attention is given to materials dealing with particular distributions which tend to characterize certain economic data. Emphasis is given to simple and multiple regression analysis as a major statistical tool of economic analysis.

Prerequisites: Economics 101-103 plus one course in statistics.

Three class hours each week. Three credits.

DEPARTMENT OF CHEMISTRY

Dr. Gilbert L. Grady, Chairman; Gianni, Kellner, Michaels.

The Department of Chemistry offers programs to meet the needs of those students whose primary interest is chemistry and who intend to pursue graduate studies or enter directly into industry or secondary school teaching. With an appropriate choice of electives the Chemistry concentration can be the foundation for a career in medicine, dentistry, or allied health sciences. The Department also provides courses in chemistry to supplement studies in the other disciplines.

The concentration in Chemistry should be chosen only by students who have a good aptitude for the physical sciences and mathematics. Students who plan to attend graduate school should bear in mind that a reading knowledge of French and/or German may be required.

Required courses for concentrators: Chemistry 105, 109, 204-206, 302-304, 305-307, 410, 415 and two additional semester lecture courses in Chemistry; Physics 210-212; Mathematics 105-107 and 201-203. Mathematics 303 is recommended for students intending to pursue graduate studies in Chemistry.

100 CHEMISTRY FOR CHANGING TIMES *Fall and Spring*

The classical principles of chemistry are applied to modern day science and technology. Topics discussed include food additives, drugs, nuclear power, plastics and pesticides.

Three class hours each week. Three credits.

103 STOICHIOMETRY *Fall*

A comprehensive study of quantitative relationships in chemical reactions. The laboratory consists of the study of classical methods in qualitative and quantitative analysis.

Three class hours and one laboratory each week. Four credits.

105 STOICHIOMETRY *Fall*

Lecture same as 103. The laboratory presents a more extensive study of qualitative and quantitative methods of chemical analysis.

Three class hours and two laboratories each week. Five credits.

107 CHEMICAL BONDING AND ENERGETICS *Spring*

Topics covered include atomic structure, bonding and molecular structure, basic thermodynamic relationships, reaction kinetics and acid-base theory. The laboratory consists of a continued study of quantitative analytical methods.

Three class hours and one laboratory each week. Four credits.

109 CHEMICAL BONDING AND ENERGETICS *Spring*

Lectures same as 107. The laboratory consists of a more intensive study of modern methods of quantitative analysis.

Three class hours and two laboratories each week. Five credits.

111 ENVIRONMENTAL CHEMISTRY *Fall and Spring*

A study of the problems of environmental pollution with the main focus on the chemistry and chemical compounds involved.

Three class hours each week. Three credits.

113 THE MYSTERY OF MATTER *Fall*
This course is designed to provide a background for understanding the problems, limitations, and implications of the scientific age. It traces the development of the physical concepts which led to the discovery of atomic energy and the structure of living matter. The nature of science is conveyed through the original writings of scientists themselves.

Three class hours each week. Three credits.

201-203 ORGANIC CHEMISTRY *Two semesters*

A study of organic reactions with emphasis on functional groups, reactive intermediates, reaction mechanisms, and synthesis. The laboratory consists of experiments designed to familiarize the student with the experimental techniques of organic chemistry and to demonstrate some of the principles presented in the classroom.

*Three class hours and one laboratory each week.
Four credits each semester.*

204-206 ORGANIC CHEMISTRY *Two semesters*

Lectures same as 201-203. The laboratory consists of an introduction to organic laboratory techniques with emphasis on qualitative analysis by classical and instrumental methods.

*Three class hours and two laboratories each week.
Five credits each semester.*

301-303 PHYSICAL CHEMISTRY I AND II *Two semesters*

This course considers the laws and energy relationships which describe physical states and chemical processes. It includes a detailed study of thermodynamics, physical states of matter, kinetics, equilibria and modern concepts of atomic and molecular properties.

Prerequisites: Math 103 or equivalent; one year of college physics.

Three class hours each week. Three credits each semester.

302-304 PHYSICAL CHEMISTRY I AND II *Two semesters*

Lectures same as 301-303. The laboratory emphasizes techniques for measuring the physical properties and energy changes of chemical systems.

Prerequisites: as for 301-303.

*Three class hours and two laboratories each week.
Five credits each semester.*

305 INORGANIC CHEMISTRY *Fall*

A study of atomic structure and periodicity, nuclear structure and reactions, and inorganic synthesis.

Prerequisites: Chemistry 103 and 107 or equivalent.

Three class hours each week. Three credits.

307 ADVANCED INORGANIC CHEMISTRY *Spring*

A study of stereochemistry and reaction mechanisms in inorganic chemistry.

Prerequisite: Chemistry 305.

Three class hours each week. Three credits.

401 ADVANCED ORGANIC CHEMISTRY *Fall*

A comprehensive study of modern organic synthesis with emphasis on reaction mechanisms and stereochemistry.

Prerequisite: One year of Organic Chemistry.

Three class hours each week. Three credits.

403 PHYSICAL ORGANIC CHEMISTRY *Spring*

A study of organic reactions with emphasis on rates, activation parameters, molecular orbitals and symmetry.

Prerequisite: One year of Organic Chemistry.

Three class hours each week. Three credits.

410 SEMINAR *Two semesters*

This course is designed to familiarize the student with the literature of chemistry. Each student will present a series of seminars from current chemical literature. In addition, each student will defend orally an original research proposal. This proposal should demonstrate problems and an appreciation for the experimental methods.

Three credits each semester.

413 INSTRUMENTAL ANALYSIS *Fall*

This course presents the theoretical and practical aspects of instrumental analytical chemistry. The laboratory consists of electrochemical, spectrometric, chromatographic, and radiometric methods of analysis.

Prerequisites: One year each of college level Physics and Organic Chemistry.

*Three class hours and one laboratory each week.
Four credits.*

415 PHYSICAL CHEMISTRY III *Fall*

A continuation of Chemistry 301-303.

Prerequisites: Chemistry 301-303.

Three class hours each week. Three credits.

421-423 CHEMICAL RESEARCH *Fall and Spring*

The laboratory work consists of a research effort designed to introduce current chemical research problems and techniques. A written report is required.

Three credits per semester.



DEPARTMENT OF CLASSICS

Dr. James P. Conley, Chairman; Citarella.

The Department of Classics offers courses in Latin and Greek for students who wish to develop a capacity to read the literature written in those languages. It offers, also, courses in the history of Greek and Roman civilization and literature in translation for all interested students.

A program of concentration is offered in Latin for those students who plan to do graduate work in Classical or Romance languages and in the field of ancient or medieval history, and for those who expect to teach Latin in the secondary schools or those who are interested in the cultural value of the Classics. The following are the objectives of the program: to develop the student's ability to read and translate at sight representative works of Latin authors; to teach the student skill and style in Latin composition, conversation and prosody; to develop an understanding of the lasting contribution of Graeco-Roman civilization to our culture and way of life.

Required of concentrators: Latin 105-107, 201-203, 301, 303, 401-403, 410.

Recommended electives: Greek 101-103, 201-203; Classical Civilization 211, 301-303, 305-307, 316, 318.

GREEK

101-103 ELEMENTARY GREEK *Two semesters*
Introduction to the forms, vocabulary and syntax of classical Attic Greek. Selected readings from Xenophon and Plato.

Three class hours each week. Three credits each semester.

201-203 GREEK PROSE LITERATURE *Two semesters*
Study of the fundamentals of Classical Greek. Selected readings from Demosthenes, Plato and Thucydides.

Three class hours each week. Three credits each semester.

LATIN

101-103 ELEMENTARY LATIN *Two semesters*
An introduction to the basic forms, vocabulary and syntax of Latin.

Three class hours each week. Three credits each semester.

105-107 INTERMEDIATE LATIN *Two semesters*
A review of the basic structure and idioms of the Latin language. The aim of this course is to develop a reasonable ability in reading, translation, composition and conversation.

Prerequisite: Two years of high school Latin or Latin 101-103.

Three class hours each week. Three credits each semester.

201 ROMAN HISTORIANS *Fall*
Selected readings from Sallust, Cicero, Caesar, Livy and Tacitus with lectures and readings on the development of historical writing in Rome.

Three class hours each week. Three credits.

203 ROMAN LYRIC POETRY *Spring*
Selected readings from Catullus, Horace and Virgil. A study of Roman poetical forms and genres.

Three class hours each week. Three credits.

301 PATRISTIC LATIN *Fall*
Readings from St. Augustine's *Confessions* and *City of God*, and from prose and poetry writings of other Latin Church Fathers.

Three class hours each week. Three credits.

303 MEDIEVAL LATIN *Spring*
A survey, through selected readings, of the secular and religious poetry and prose from the sixth to the thirteenth century A.D.

Three class hours each week. Three credits.

401-403 ADVANCED LATIN PROSE COMPOSITION *Two semesters*

A study of Latin rhetoric with particular emphasis on the appreciation of the differences between formal, oratorical and epistolary style. Translation and composition based on selected models from Latin literature.

Three class hours each week. Three credits each semester.

410 COORDINATING SEMINAR IN LATIN *Two semesters*

Reading program begun in the junior year is continued from a second area of concentration. Two research papers, a philological and historical study are required from each concentrator. Written and oral reports will form the basis of discussion for the meetings.

Three class hours each week. Three credits each semester.

CLASSICAL CIVILIZATION

211 CLASSICAL MYTHOLOGY: THE DIVINITIES OF GREECE AND ROME *Fall*

This course is an introduction to the varied world of myth among the Greeks and Romans. Its scope extends from the Greek stories of creation to the transmission of Greek myth to Rome. The antique tales, striking plots, and remarkable characters that have enjoyed some popularity through the ages are considered by reading works of authors such as Homer, Virgil, and Ovid. References to art and music as well as to the role that myth has played in the enrichment of our English literature and vocabulary supplement the basic readings.

Three class hours each week. Three credits.

301-303 HISTORY OF GREECE *Not offered 1980-81*

The rise and development of Hellenic culture. The course is devoted to a study of the political and social history of Greece from the beginnings to the age of Alexander. This is preceded by a survey of the Oriental civilizations by which the Greeks were influenced.

Three class hours each week. Three credits each semester.

305-307 HISTORY OF ROME *Two semesters*
A study of the political and social history of Rome from the origins to the Fourth Century of the Christian Era.
Three class hours each week. Three credits each semester.

316 ENGLISH ETYMOLOGY
PART I: GREEK *Fall*
A brief introductory background to the history of the Indo-European family of languages is followed by a study of the most common phonetic and morphological changes in the Indo-European group. The main emphasis of the program will be the derivation of English words from Greek bases and word analysis, giving special attention to unfamiliar words and to scientific and technical vocabulary.
Three class hours each week. Three credits.

318 ENGLISH ETYMOLOGY
PART II: LATIN *Spring*
A continuation of the program of Part I with emphasis on the derivation of English words from Latin bases. Word analysis, giving special attention to unfamiliar words and to the scientific and technical vocabulary.
Three class hours each week. Three credits.

403 THE CLASSICAL EPIC *Not offered in 1980-81*
This course deals with the genre of epic as it has developed from Homer through Virgil and Milton. Works to be treated include: *Iliad*, *Odyssey*, *Argonautica*, *Aeneid* and *Paradise Lost*.
Three class hours each week. Three credits.

405 THE GREEK AND THE ROMAN THEATRE *Spring*
From Aeschylus to Seneca. The development of dramatic forms from Attic drama to Roman comedy, with reference to modern adaptations.
Three class hours each week. Three credits.

COMPUTING SCIENCES PROGRAM

Warren Sparks, Coordinator.

The Computing Sciences Program at Saint Michael's College offers the student a firm foundation in programming languages serving both scientific and business applications. It is designed to serve the needs of members of all disciplines. Advanced computing topics in scientific and business applications, and introductory data structures are also covered.

The Saint Michael's Computer Center operates an IBM System/34 Computer with 128K bytes of memory and 128 megabytes of on-line storage. At this time there are four cathode ray tube terminals available exclusively for academic use. Other storage and input is available using "floppy" diskettes and diskette punch devices.

101 INTRODUCTION TO COMPUTER PROGRAMMING *Both semesters*
The emphasis of the course will be on using the computer and the FORTRAN IV programming language as a tool for solving problems in any discipline. Students are introduced to development of algorithms and learn to design, code, debug, and document programs, using techniques of good programming style.
Three class hours each week. Three credits.

201 COBOL PROGRAMMING *Both semesters*
Develops a strong foundation in the COBOL language, today's most widely used programming language for business applications. The course emphasizes development of algorithms for problem solution. Programming concepts include the development of program specifications, organization, documentation, debugging, testing, and structured programming.
Prerequisite: Computing Science 101.
Three class hours each week. Three credits.

203 INTRODUCTION TO ELECTRONIC DATA PROCESSING/RPG PROGRAMMING *Spring*
This course is designed to acquaint the student with general concepts of computers and data processing systems via the medium of a high-level programming language such as the Report Program Generator (RPG). In addition to familiarizing the students with the basics of modern data processing techniques, they will learn to write programs for solving problems, and also to utilize modern entry and testing methods. The "hands-on" approach to the world of EDP provides the student with a more rounded knowledge of computers in general and the varied roles of the professionals in the field.
Prerequisite: Computing Science 101.
Three class hours each week. Three credits.

205 ADVANCED FORTRAN PROGRAMMING *Spring*
Concepts of programming style. Continuation of programming concepts, utilizing the FORTRAN programming language, to include program specifications, efficient organization and coding techniques, documentation, debugging and testing. This course will require an extensive number of programming projects and will introduce the use of disk files.
Prerequisite: Computing Science 101.
Three class hours each week. Three credits.

207 BASIC ASSEMBLER PROGRAMMING *Not offered 1980-81*
Assembly language for current host computer. Topics include computer structure and architecture, assembly language, memory and control of memory, addressing techniques, I/O, subprogram linkage, and macros.
Prerequisite: Computing Science 101.
Three class hours each week. Three credits.

209 INTRODUCTION TO FILE PROCESSING *Not offered in 1980-81*
Basic concepts of disk files, data structures, and the analysis of algorithms. Topics include sorting and searching techniques; information structures such as lists, stacks, queues, and linked lists; memory management techniques, including dynamic storage allocation, system design and integration of data structures; and the study of algorithms which act on data structures, to determine length of computation and storage requirements. Course work will include one major programming project, as well as numerous smaller projects.
Prerequisite: Computing Science 101.
Three class hours each week. Three credits.

211 ADVANCED COMPUTER APPLICATIONS IN BUSINESS

Not offered 1980-81

Course emphasizes business applications, systems analysis, and Management Information Systems. Problem solving application in the functional areas of accounting, finance, management and marketing.

Prerequisites: Computing Science 101, 201.

Three class hours each week. Three credits.



DEPARTMENT OF EDUCATION

Dr. Judith S. Hillman, Chairperson; Coombs, Moriarty, Stockton.

Students who successfully complete one of this college's Teacher Certification Programs are granted Teacher Certification by the State of Vermont. This certification is accepted in many other states having reciprocal agreements with the State of Vermont.

A. ELEMENTARY TEACHER CERTIFICATION:

Students who wish to be certified as Elementary School Teachers will follow the sequence of courses as outlined below. It should be noted that this program now enjoys the status of a "Concentration" or "Major" as defined in other sections of this catalog.

Required courses: Education 231, 251, 255, 311, 331, 337, 341, 421, 427, 429.

Electives: Education 241, 319, 333, 339, 351, 355, 403, 423.

Other courses may be selected from the course offerings of the other departments, as determined by the needs and interests of the individual students, as well as state requirements for certification. *A Guide to Teacher Education Programs and Certification at Saint Michael's College*, available from the Education Department, lists specific competencies and additional requirements.

N.B. To be recommended for Teacher Certification, students must maintain a 3.0 grade point average in Education Courses.

B. SECONDARY TEACHER CERTIFICATION:

Students who wish to be certified to teach at the secondary level may do so in one of the following academic areas: English, Math, French, Spanish, Social Studies, Chemistry, Biology, Environmental Sciences, Latin, Music, Art.

These students must satisfy all the requirements to obtain a "Concentration" (or Major) in the subject area. Also, they must successfully complete the following course requirements for Secondary Teacher Certification: Education 231, 255, 315, 317, 343, 355, 361, 424.

Other Education courses may be taken according to the needs and interests of the student. The sequence of courses in the area of concentration is available from the Education Department.

N.B. To be recommended for Teacher Certification, students must maintain a 3.0 grade point average in Education Courses.

C. SECONDARY TEACHER CERTIFICATION—5th YEAR OPTION:

Graduates with a major or concentration in one of the academic disciplines mentioned above, who wish to obtain Teacher Certification may follow a 1 year intensive Education Program. At the conclusion of this 5th year, the successful student will have fulfilled the requirements for Certification. It is possible that some of these requirements might be satisfied by following Graduate Level courses, (M. Ed.). For further information contact the Education Department.

N.B. To be recommended for Teacher Certification, students must maintain a 3.0 grade point average in Education courses.

231 ANALYSIS OF SCHOOLS AND TEACHING STYLES

Fall and Spring

This is a basic requirement for students who plan a career in education. Besides introductory content, it involves a minimum of thirty hours of observation in area schools on all levels (K-12). It provides opportunities to observe classroom situations and current curriculum procedures. The prospective teacher becomes familiar with contemporary education and with designs for teaching and learning. The objective is to help the student decide whether or not to continue in the program of teacher certification.

Three class hours each week. Three credits.

241 LITERATURE FOR CHILDREN AND YOUTH

Fall

This course concerns books and related media for children and youth. The literary genres of fantasy, folklore, prose fiction, picture books, biography, and information will form the outline of the course content. Class discussions will be concerned with content analyses, psychological aspects of literature, children's interests, literary standards of evaluation, and how to use literature in the classroom and media center. Students are expected to read a substantial number of adolescent and children's books.

Three class hours each week. Three credits.

251 CHILD AND ADOLESCENT DEVELOPMENT

Fall

Growth and development of the child and adolescent with an emphasis on the understanding of this growth and development in its relationship to the learning process. Consideration of the social, emotional, physical, and intellectual growth processes of the learner. Cultural factors that impinge on the child and adolescent in the school setting will be discussed.

Three class hours each week. Three credits.

255 LEARNING THEORIES AND TEACHING

Fall and Spring

An examination of major contemporary learning theories and their application to classroom teaching and testing practices. Significant contributions of Bruner, Skinner, Rogers, Gagne, and others are considered. Topics for discussion will include: early theories of learning and their impact on changing educational philosophies, educational assessment, issues in the testing of basic skills, and the direct relationship of learning theory to teaching strategies.

Three class hours each week. Three credits.

309 PHILOSOPHIES OF EDUCATION

Not offered in 1980-81

A study of the philosophies, past and present, that have had some influence in the shaping of current educational practice.

Three class hours each week. Three credits.

311 THE SPECIAL CHILD IN SCHOOL

Fall

An overview of the many kinds of handicapping conditions teachers can expect to encounter in classrooms, from the developmentally disabled to the learning disabled. Diagnostic tests and measurements are presented and curriculum materials will be designed for classroom use. Provision is made for a student's particular area of interest and participation in schools is required. Some attention will be focused on the gifted child as well.

Three class hours each week. Three credits.

315 CONTEMPORARY EDUCATION

Fall

This course is designed to enable the student to develop an awareness and understanding of current educational issues. The topics to be studied would include such subject matter as, PL 42-142, Special Education, Main Streaming, Use of Computers, Rationale for Competency Based Programs, New Approaches to Reading, Bi-Lingual Education, etc.

Three class hours each week. Three credits.

317 SECONDARY METHODS

Spring

This course will immediately precede the Practice Teaching Session. Students will be given some theoretical basis for the various methodologies. About 2/3 of this course will be offered in the cooperating high schools, where, working with the cooperating teacher the student will study the various teaching methodologies in use.

Three class hours each week. Three credits.

319 POPULAR READINGS IN EDUCATION

Not offered in 1980-81

The study of the more important current educational authors and analysis of their impact on current educational practices.

Three class hours each week. Three credits.

331 TEACHING READING IN THE ELEMENTARY SCHOOL

Fall

An introduction to the theories and philosophies of reading instruction in current developmental reading programs. Methods of teaching reading will be presented, as well as informal and standardized diagnostic instruments designed to ascertain reading ability. Students are expected to develop strategies to teach word analysis, comprehension, and critical reading. Topics for discussion also include the evaluation of reading programs, individual reading progress, and classroom management of the reading program.

Three class hours each week. Three credits.

333 ELEMENTARY SOCIAL STUDIES METHODS

Fall

Provides general orientation to social studies education in the elementary school. The student is introduced to several new approaches to content and procedure, such as increased emphasis on conceptual and value orientations, focus on the individual learner, and inquiry methods that build group awareness. Attention is given to planning units of study designed to prepare the future teacher to meet field experience requirements in area schools.

Three class hours each week. Three credits.

337 ELEMENTARY MATHEMATICS METHODS

Spring

Emphasizes diagnostic teaching in the context of a general approach to mathematics instruction. The course involves practical procedures for developing the ability to master content and evaluate effective instructional processes. Use of manipulative materials and on site classroom experiences are integral components.

Three class hours each week. Three credits.

339 ELEMENTARY SCIENCE METHODS

Fall

Designed to improve basic background knowledge in the science areas, this methods course highlights the concepts for teaching science in the elementary school. It aims to evaluate new approaches and new ideas that may be used to advantage in the classroom. Planning teaching units and participating in classroom instruction will also be required. Processes for planning science experiments are explored and methods for carrying out the procedures are identified, evaluated and used in the elementary classroom.

Three class hours each week. Three credits.

341 TEACHING THE LANGUAGE ARTS

Spring

This course presents methods, techniques, and a rationale with which to develop a curriculum integrating the language arts areas: reading, writing, speaking, and listening. Special emphasis is placed on relating oral language to reading and writing instruction, and enhancing communication skills through poetry, drama, writing, audiovisual media, music and art.

Three class hours each week. Three credits.

343 READING IN THE SECONDARY SCHOOL

Fall

Intended for all students who view reading as a thinking process and who are interested in what reading has to do with the acquisition of basic concepts in math, the social sciences, and other disciplines. Topics of study will include: the range of reading ability in classrooms, the deficiencies of textbook presentations, and the acquisition of reading and study skills. Students will be expected to determine the readability of certain assignments, construct study guides and adapt an informal inventory to a subject matter area for diagnostic purposes.

Three class hours each week. Three credits.

351 DEVELOPMENTAL BEHAVIOR

Fall and Spring

A survey course intended as an elective for anyone with material drawn from the literature of individual psychology according to aspects of psychological development from infancy to old age.

Three class hours each week. Three credits.

353 DYNAMICS OF THE FAMILY

Fall and Spring

This course will explore the principles and approaches to the psychological factors of the dynamics of the family, the marital relationship in a democratic atmosphere, and the challenge of raising a responsible child in this atmosphere.

Three class hours each week. Three credits.

355 SEMINAR IN CLASSROOM BEHAVIOR

Spring

This course is a study of various approaches to understanding and dealing with classroom behavior. Driekurs, Glasser, Harris, Gordon, and Contingency Management will be studied with readings, discussion, and demonstrated mastery of each approach required.

Three class hours each week. Three credits.

361 SECONDARY EDUCATION

Spring

This course is designed to enable the student to develop some understanding of the objectives and goals of secondary education. It also attempts to analyze the social role of the American High School. Some other topics that will be studied include adolescent psychology, technical vocational programs, scheduling, competency based programs, care programs, Vermont Standards for Certification.

Three class hours each week. Three credits.

403 INTRODUCTION TO READING DISABILITY

Spring

This course deals with the diagnosis of reading problems and methods of remediation in classrooms and special services. Areas of diagnosis include vision, audition, personality, intelligence, and reading achievement, with appropriate tests and measurements presented to the class in each area. Students are expected to develop case histories using various diagnostic tools. Field experience complements the inclass component.

Prerequisites: Education 331 or 341.

Three class hours each week. Three credits.

421 INTERNSHIP I

Fall and Spring

A semester of teaching under the direct supervision of a certified teacher in an elementary classroom. This is a full-time, full-semester internship complemented by two seminars during which the student's progress toward the "Minimum Objectives for Teacher Candidates" is recorded and classroom management techniques are discussed and demonstrated. By arrangement. Counts as 3 courses.

Prerequisite: Education 231.

Nine credits.

423 INTERNSHIP II

Fall and Spring

Designed to extend the field-work experience of teacher candidates, this internship requires a placement in an elementary school for an extensive period of time, such as 2½ school days per week or every morning. Internship II may be necessary for some students to complete the competencies for certification begun in Internship I. For others, it will represent additional experience and serve as a laboratory for class work. Counts as two courses.

Prerequisite: Internship I. By arrangement.

Six credits.

424 SUPERVISED PRACTICE TEACHING (SECONDARY)

Fall and Spring

Students will spend approximately 10 weeks on assignment with a specific cooperating teacher. During this time the various components of teaching are to be tried, developed and evaluated. The length of this practicum could be extended if the needs of the student suggest this.

Nine credits.

427 SEMINAR IN "MINIMUM OBJECTIVES FOR TEACHER CANDIDATES"

Fall and Spring

Taken concurrently with Internship I, this seminar meets weekly so that students and supervisor can discuss and record the acquisition of the objectives, or competencies required for certification.

Three class hours each week. Three credits.

429 SEMINAR IN CLASSROOM MANAGEMENT

Fall and Spring

Taken concurrently with Internship I, this seminar meets weekly to discuss and analyze classroom discipline techniques, individualization, small-group teaching, peer-tutoring, learning centers, record-keeping, evaluation, parent involvement, and other pertinent topics.

Three class hours each week. Three credits.

DEPARTMENT OF ENGLISH

Professor George Lahage, Chairman; Clary, Engels, Henault, Kaplan, McDonough, Murphy, Reiss, Stapleton.

Since writing the Homeric epics, the Western World has acknowledged the importance of studying language and literature. The great universities have always recognized the power of poetry, drama, and fiction to convey knowledge of human existence, and even Jesus, Socrates, and the Hebrew prophets taught by means of parable and allegory. The English language has produced a literature which has surpassed that of any other language. Surely a command of the English language and a thorough knowledge of its literature is a worthy quest for undergraduates, whether they seek careers in teaching and scholarship, or in law, business, publishing, journalism, radio, or television.

English concentrators are required to take a one-semester course in literary method in their first year (English 123). This course is intended to give students a critical vocabulary and to instruct them in the close reading of, and writing about, literature. It should be taken prior to any other literature course.

Other concentration courses offer further instruction in literature, in language, and in some of the major writings and periods of British and American literature. In addition to fulfilling the

departmental requirements listed below in italics, students should choose their courses so as to study both early and recent writers and periods and both individual writers (Chaucer, Milton) and whole eras (courses presented chronologically).

In all courses English concentrators are expected to maintain a reasonably high level of written expression in examinations and in short and long papers. Notable deficiencies in the fundamental decencies of writing should be regarded as a serious impediment to concentration in English. In fact, students with a grade below C in English 123 will be discouraged from continuing in English as a field of concentration.

Only students who like to read both poetry and prose and who have some facility in writing should become English concentrators. An essential part of the English curriculum is the writing of short and long critical and scholarly papers. Students who are not already acquainted with scholarly methods or who do not know how to use the library effectively, should be prepared to acquire the necessary skills.

The Department of English offers an honors program for outstanding students. English concentrators chosen for the honors program are eligible for the English Honors Seminar (English 450) and the Senior Honors Seminar in English (a special section of English 410). The department also provides a Writing Clinic for undergraduates who can use special instruction in writing.

Students transferring into English from other concentrations must have an overall 2.0 grade point average and departmental approval.

Required of concentrators: English 123, 325, 410, and at least one semester of a British literature survey course (Eng. 219 or 221) and one semester of an American literature survey course (Eng. 251 or 253), and any other combination of English courses numbered 200 and above which will bring the total number of credits to thirty. Drama 301 and 303 may also be counted as English courses.

English concentrators in the teaching certification program must take English 101, 105, 405, and 430 in addition to the other required courses.

101 COLLEGE WRITING

Fall and Spring

The aim of this course is to help the student improve his/her writing. To this end, various obstacles to effective communication are discussed; good examples of the art are read; and the student is encouraged, as well as required, to write.

Three class hours each week. Three credits.

105 ADVANCED COLLEGE WRITING

Spring

This course has two particular aims. First, it is intended to help students become more effective in their writing for various courses. Second, it is intended to help students become more aware of writing deficiencies of others. This course is required of English concentrators in the teaching certification program, but it is also open to other students who want to improve their writing.

Prerequisite: English 101.

Three class hours each week. Three credits.

123 INTRODUCTION TO LITERARY STUDIES

Fall and Spring

This course offers concentrators intensive training in the close reading and analysis of poems, plays, and short stories. Students will be expected to acquire a critical vocabulary and master basic concepts of literary form, structure, and technique. Students should take this course in the first or second semester of their freshman year.

Primarily for concentrators. This course is to be taken in the first or second semester of the first year before any other literature course.

Three class hours each week. Three credits.

211 GENRES: POETRY

Fall

An intensive study of poetic forms. Recommended for English concentrators who have completed English 123.

Three class hours each week. Three credits.

212 GENRES: FICTION

Spring

An intensive study of types of fiction ranging from the fable through the short story, the novella, and the novel. Recommended for concentrators who have completed English 123.

Three class hours each week. Three credits.

213 GENRES: DRAMA

Spring

An intensive study of drama with special emphasis on tragedy and comedy. Recommended for concentrators who have completed English 123.

Three class hours each week. Three credits.

215-217 OVERVIEW OF BRITISH LITERATURE I & II

Two Semesters

This course surveys literary periods, movements, ideas, and writers from early English times to the present. It is designed primarily for non-concentrators who would like an overview of English literature.

Three class hours each week. Three credits each semester.

219 BRITISH LITERATURE I

Fall

A survey of British literature from the beginnings to 1789.

Three class hours each week. Three credits.

221 BRITISH LITERATURE II

Spring

A continuation of the survey from 1789 to the mid 20th century.

Three class hours each week. Three credits.

223-225 THE WRITING OF POETRY

Two Semesters

An introductory writing workshop, designed to provide practical experience in the reading, writing and critical analysis of poems. Through the first-hand experience of writing poems, which are then critically discussed by the class and instructor, the unspecialized student will develop both a practical critical ability, as well as an appreciation of the problems which poets must face and overcome in order to write good poems.

Three class hours each week. Three credits each semester.

251 AMERICAN LITERATURE I

Fall

Students will read the works of American writers from Colonial times to the late nineteenth century.

Three class hours each week. Three credits.

253 AMERICAN LITERATURE II

Spring

Students will read the works of American writers from the late nineteenth century to the 1960's.

Three class hours each week. Three credits.

301 CHAUCER I*Fall*

Each of the Canterbury Tales, except for the two prose treatises, is closely read and is discussed in class. Students also read a volume of scholarly and critical papers.

Three class hours each week. Three credits.

303 CHAUCER II*Spring*

Students will read all of the poetry of Chaucer except the Canterbury Tales.

Three class hours each week. Three credits.

305 SHAKESPEARE*Fall*

This course is designed to provide the student with a sound understanding of Shakespeare's career as a dramatic artist. Representative histories, tragedies, and comedies will be dealt with chronologically. Students should expect to read at least a dozen plays during the semester and to concern themselves with matters both theatrical and aesthetic.

Three class hours each week. Three credits.

309 MILTON*Spring*

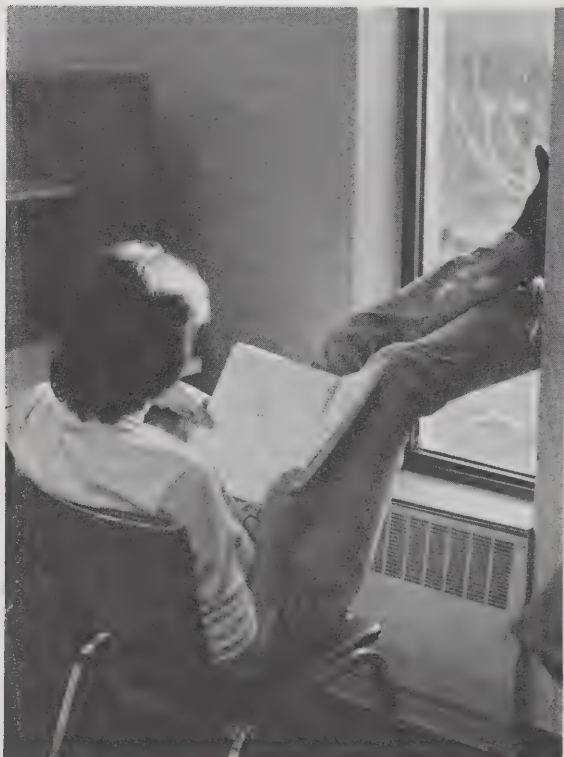
Students will read Milton's important works, including *L'Allegro/Il Penseroso*, *Comus*, *Lycidas*, *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes* as well as selected prose that bears a particular relationship to his poetry.

Three class hours each week. Three credits.

**316 ENGLISH ETYMOLOGY,
PART I: GREEK***Fall*

A brief introductory background to the history of the Indo-European family of languages is followed by a study of the most common phonetic and morphological changes in the Indo-European group. The main emphasis of the program will be the derivation of English words from Greek bases and word analysis, giving special attention to unfamiliar words and to scientific and technical vocabulary.

Three class hours each week. Three credits.

**318 ENGLISH ETYMOLOGY,
PART II: LATIN***Spring*

A continuation of the program of Part I with emphasis on the derivation of English words from Latin bases. Word analysis, giving special attention to unfamiliar words and to the scientific and technical vocabulary.

Three class hours each week. Three credits.

**319-321 MODERN WORLD
LITERATURE I & II***Not offered in 1980-81*

Works are selected from the literature of Africa, Asia, and Latin America, with special attention to the novel. Writers studied include Achebe, Sembene, Rja Rao, Kawabata, Tanizaki, Mishima, Azuela, Fuentes, Borges, Neruda, and Mistral.

Three class hours each week. Three credits each semester.

325 LITERARY CRITICISM*Fall and Spring*

In this course concentrators will study the work of theoretical and practical critics and will attempt to evaluate literary works in various short and long papers.

Prerequisite: English 123.

Three class hours each week. Three credits.

**331 RENAISSANCE AND
SEVENTEENTH CENTURY
BRITISH LITERATURE***Not offered in 1980-81*

This course is designed to deal with the major works in prose, poetry, and drama produced in England from the birth of British Humanism through the experience of the Counter-Renaissance. Such figures as More, Wyatt, Sidney, Spenser, Bacon, Donne, Marlowe, Shakespeare, Jonson, Milton, and Bunyan are a representative sampling.

Three class hours each week. Three credits.

**335 SWIFT, POPE AND THE
NEO-AUGUSTANS***Fall*

A survey of the major poets and prose writers from Dryden to Burns.

Three class hours each week. Three credits.

337 THE BRITISH ROMANTIC POETS*Not offered in 1980-81*

Students will read the works of Wordsworth, Coleridge, Byron, Shelley, and Keats.

Three class hours each week. Three credits.

339 MAJOR VICTORIAN POETS*Not offered in 1980-81*

This course emphasizes the poetry of Tennyson, Browning, and Arnold, although some attention is usually given to other Victorian poets.

Three class hours each week. Three credits.

**341-343 TWENTIETH CENTURY
POETRY I & II***Not offered in 1980-81*

In English 341 students will read the poetry and prosody of Yeats, Pound, and Eliot; in English 343, Williams, Stevens, and Moore, or Roethke, Lowell, Kunitz, and Berryman.

Three class hours each week. Three credits each semester.

355 RISE OF THE NOVEL*Not offered in 1980-81*

Readings will include novels by Defoe, Richardson, Fielding, Sterns, and others.

Three class hours each week. Three credits.

357 THE VICTORIAN NOVEL*Not offered in 1980-81*

Readings will include novels by Scott, Austen, Bronte, Dickens, Thackeray, Meredith, Hardy, Conrad, and others.

Three class hours each week. Three credits.

359 TWENTIETH CENTURY BRITISH NOVEL*Not offered in 1980-81*

Readings will include novels by Lawrence, Forster, Huxley, Burgess, Sillitoe, and others.

Three class hours each week. Three credits.

361 NINETEENTH CENTURY EUROPEAN NOVEL*Not offered in 1980-81*

Emphasis will be placed on the major French and Russian novelists, Stendahl, Flaubert, Balzac, and Tolstoy and Dostoevsky.

Three class hours each week. Three credits.

363 TWENTIETH CENTURY EUROPEAN NOVEL*Not offered in 1980-81*

Readings will include works by Gide, Proust, Sartre, Mann, Hesse, Musil, Unamuno, Silone, Kazantzakis, and others.

Three class hours each week. Three credits.

389-391 MAJOR BRITISH WRITERS*Fall and Spring*

These courses emphasize the work of one to four Major British Writers. Examples of combinations of writers studied in this course are: Austen and Dickens; Coleridge—Hazlitt—Ruskin—Pater; Hardy and Lawrence.

Three class hours each week. Three credits each semester.

393 MAJOR AMERICAN WRITERS*Fall*

This course emphasizes the work of one to four Major American Writers. Examples of writers and combinations of writers studied in this course are: Dickinson—Frost—Stevens; James; Hemingway and Faulkner.

Three class hours each week. Three credits.

405 HISTORY OF THE ENGLISH LANGUAGE*Spring*

A study of the development of the English language from the time of the Anglo-Saxons to the present day.

Three class hours each week. Three credits.

407 BLACK AMERICAN LITERATURE*Not offered in 1980-81*

After a brief historical survey of black writers since the Civil War, the course will focus on major contemporary poets, novelists, and playwrights. Writers studied include Ellison, Baldwin, Wright, Williams, Kelley, Killens, Brooks, Bullens, and Jones.

Three class hours each week. Three credits.

409 IRISH LITERATURE*Not offered in 1980-81*

Primarily a study of Joyce, Yeats, Synge, and O'Casey.

Three class hours each week. Three credits.

410 SENIOR SEMINAR IN ENGLISH*Two semesters*

This two-semester seminar is designed to be an English concentrator's most important course, the one in which he does his best work and most fully demonstrates the skills acquired in his previous years of reading, writing, and studying. As much as possible, student choice of subject matter will be honored.

Three class hours each week. Three credits each semester.

411 AMERICAN RENAISSANCE*Not offered in 1980-81*

A study of the major works of Emerson, Thoreau, Hawthorne, Melville, and Whitman, with an emphasis on F.O. Matthiessen's interpretation of the 1850-1855 literary period.

Three class hours each week. Three credits.

412 AMERICAN NATURALISM*Not offered in 1980-81*

A study of American fiction from Stephen Crane to William Faulkner, with special emphasis on the work of Fitzgerald, Hemingway, and Faulkner.

Three class hours each week. Three credits.

413-414 AD HOC SEMINAR IN ENGLISH*Fall and Spring*

Some possible seminars are: Henry James, Prose Style, Asian Literature, African Literature, Latin-American Literature, American Jewish Fiction, Romanticism. For further information contact Department Chairman.

Prerequisite: Permission of Instructor.

Three class hours each week. Three credits each semester.

415 MIDDLE ENGLISH LITERATURE*Not offered in 1980-81*

Students will read in the original representative selections of the non-Chaucerian, non-dramatic literature composed between 1100-1500.

Three class hours each week. Three credits.

420 TUTORIAL IN INDEPENDENT STUDIES*Not offered in 1980-81*

The aims of this tutorial are similar to those in English 410. Each student will develop a project independently and will be provided with individual consultation and instruction outside the classroom. Only students with a B average in concentration may register for this course.

Prerequisite: Permission of Instructor.

Three credits.

425 POLITICS AND LITERATURE*Not offered in 1980-81*

This course is taught in conjunction with the Department of Political Science. Usually it considers only one genre (for example, the novel) and examines the political role often assumed by the European writers.

Three class hours each week. Three credits.

430 TEACHING ENGLISH IN THE SECONDARY SCHOOLS*Fall*

This course is required of concentrators in the teaching certification program. The course is designed to help student-teachers understand various methods of teaching writing and literature courses at the secondary school level.

Three class hours each week. Three credits.

450 ENGLISH HONORS SEMINAR*Fall*

During the spring semester the Department of English faculty elects six to twelve English Honors Students who will be sophomores, juniors, and seniors during the following academic year. The choice of subject for the seminar (for example, Satire, American Idealism, etc.) will be chosen by instructor assigned to teach the course. This choice should be made after consultation with the elected students, and it should not duplicate courses already listed.

Open only to English Honors Students.

Three class hours each week. Three credits.

ENVIRONMENTAL SCIENCE PROGRAM

Dr. Daniel Bean, Coordinator

The program in environmental studies is designed to provide a foundation in the physical and biological sciences coupled with an understanding of the socio-economic influences involved in environmental decision making.

The broad spectrum of required courses is designed to inculcate methods and insights so that the student's judgments relative to environmental problems will reflect a balance between scientific and socio-economic viewpoints.

Required courses: *Biology 101-103, 206, 321, 405; Chemistry 105-109, 204, 410, 413, 421-423; Mathematics 102-103; Physics 220-222; Political Science 324; Sociology 305.*

Electives will be chosen by the student in consultation with an advisor so as to satisfy the needs and the interests of each student.

BIOLOGY

101-103 GENERAL BIOLOGY *Two semesters*
A comprehensive consideration of the structural and functional organization of plants and animals and the interrelationships of these organisms with one another and with the environment. The Spring semester provides an introduction to molecular and cellular biology, genetics, development, and evolutionary theory.

The laboratory is designed to provide the student with fundamental experience in developing methods of biological observation and experimentation.

Prerequisite: Biology 101 for 103.

Lectures and a laboratory each week. Four credits each semester.

206 FIELD BIOLOGY *Fall*

A study of local Fall flora and fauna. Local field trips emphasize the vascular plant flora. Independent collection, identification and preservation of plant and animal specimens is required. Lectures cover plant and animal taxonomy and phylogeny with special emphasis on the angiosperms and insects.

Prerequisites: Biology 101-103.

Lectures and a laboratory each week. Four credits.

321 ECOLOGY *Spring*

The study of the responses of animals and communities to environmental change. Concepts of physical and biotic factors and their effects on the abundance and distribution of animals are considered, as are principles of population structure, growth and energy flows in communities. Laboratories stress surveys of local habitats and standard techniques of ecological research.

Lectures and a laboratory each week. Four credits.

405 MICROBIOLOGY *Fall*

A study of the structure, development, growth and physiology of organisms classified as bacteria, algae and fungi; certain aspects of virology and immunology are considered. Laboratory explores taxonomy and morphology as well as physiology and biochemistry of micro-organisms.

Prerequisite: Junior standing.

Lectures and a laboratory each week. Four credits.

CHEMISTRY

105-109 STOICHIOMETRY/CHEMICAL BONDING AND ENERGETICS

Two semesters

A comprehensive study of weight and equivalence relationships in chemical reactions, atomic structure, molecular structure, basic thermodynamics relationships, kinetics and acid base theory. The laboratory consists of the study of methods in qualitative and quantitative analysis with application to environmental systems.

Three class hours and two laboratories each week.

Five credits each semester.

204 ORGANIC CHEMISTRY

Fall

A study of organic reactions with emphasis on functional groups, reactive intermediates, reaction mechanisms, and synthesis. The laboratory consists of experiments designed to familiarize the student with the experimental techniques of organic chemistry and to demonstrate some of the principles presented in the classroom.

Three class hours and two laboratories each week.

Five credits.

410 SEMINAR

One semester

Seminars will emphasize the impact that environmental decisions have on society through student led discussions and presentations.

Three credits.

413 INSTRUMENTAL ANALYSIS

Spring

This course presents the theoretical and practical aspects of instrumental analytical chemistry. The laboratory consists of electrochemical, spectrometric, chromatographic, and radiometric methods of analysis.

Prerequisites: One year of college level Physics & Organic Chemistry.

Three class hours and one laboratory each week.

Four credits.

421-423 ENVIRONMENTAL RESEARCH

Two semesters

This course provides the student with an opportunity to work on the solution of a local environmental problem or to develop new analytical procedures with application to environmental studies. A final report is required.

Three credits each semester.

MATHEMATICS

102 ELEMENTARY STATISTICS *Fall*
Nature of statistical methods, descriptions of sample data, probability, probability distributions, sampling, estimation, hypotheses testing, correlation and regression.

Prerequisites: Intermediate algebra and trigonometry.

Three class hours each week. Three credits.

103 INTRODUCTION TO CALCULUS *Spring*
Topics in analytic geometry, derivatives and their applications, integration, applications of the definite integral.

Prerequisites: Intermediate algebra and trigonometry.

Three class hours each week. Three credits.

PHYSICS

220-222 GENERAL PHYSICS *Two semesters*
Liberal Arts students will enjoy this rigorous survey course in physics. Topics covered will be Newtonian dynamics, thermodynamics, kinetic energy, electricity and magnetism, optics and modern physics. Examples and problems will be taken from all areas by emphasizing the relation of physics to astronomy, chemistry and biology. This course satisfies the requirement for medical and dental school.

Prerequisites: A working knowledge of algebra, geometry, trigonometry; Mathematics 102-103.

Three class hours and one laboratory each week. Four credits each semester.

POLITICAL SCIENCE

324 ENVIRONMENTAL POLITICS *Alternate years*

This course seeks to examine the political dimension of man's relationship to his natural environment. Emphasis will be placed on problems of natural resource use and pollution in the United States.

Three class hours each week. Three credits.

SOCIOLOGY

305 POPULATION ANALYSIS *Fall*

This course will be concerned with population size, distribution and composition, and the relationships between these factors and economic and political conditions. Particular attention will be paid to "underdeveloped" areas of the world, the resource "crisis" and ecological problems.

Three class hours each week. Three credits.



DEPARTMENT OF FINE ARTS

Professor Donald Rathgeb, Chairperson; Kennedy, LeClair, J. Rathgeb, Richbourg, Tortolano. Fine Arts are important manifestations of the intellectual growth and development of the educated person. The liberal arts program at Saint Michael's College recognizes that all students should be aware of the significance of artistic media of expression against a background of history and literature. With this in mind, the Fine Arts Department has instituted a concentration in Fine Arts in which students may develop an emphasis in art, drama, music, or any approved combination of these areas. In addition, the Department opens its courses to qualified non-concentrators as electives.

To provide for practical expression of the arts, the Fine Arts Department sponsors the following organizations: Chorale, Wind and Jazz Ensembles, and Drama Club, all open to any member of the College community.

It is possible for students to combine more than one area (art, drama, music). In such cases the student will work out the program with the department chairperson, who must approve it. Students transferring into Fine Arts from other concentrations after the sophomore year must have an overall 2.0 grade point average and departmental approval.

Certification in Secondary Art or Music Education is available to qualified students who can meet all the state competency requirements in Art or Music and satisfactorily complete the Education certification requirements. Those interested in Art or Music Secondary certification should consult the chairperson.

Required of concentrators: Fine Arts, ART 203, 205, 305, 307, 309-311, 401-403, 410, and a minimum of three credits in Drama, three credits in Music. DRAMA: 201, 209, 301, 302, 303, 309, 311, 410, and a minimum of three credits in Art, three credits in Music and two additional courses in Drama. MUSIC: 201, 203, 307, 309, 311, 317, 319, 331, 410, participation in a performing group (Music 398 or 399) and three credits in Music 421, and a minimum of three credits in Art, three credits in Drama.

Incoming music and music education students must take a placement examination to determine if Rudiments of Music can be waived.

ART EDUCATION

Art Education: Art 203, 205, 207, 305, 309-311, 339, 410, 417 and one credit in "wheel throwing" through the cooperating artist program and a minimum of three credits in Drama and three credits in Music. Also, Education 231, 255, 315, 317, 343, 355, 361 and 424.

Admissions requirements for acceptance into Art Education:

1. Admission is applied for at the end of the sophomore year.
 2. Admission will be by interview and qualifying tests.
 3. Students must show a knowledge of color theory in practical work, although not in all media (water, oils, acrylics, or mixed at this stage).
 4. A portfolio must be presented demonstrating mastery in use of line, form and value in drawing from observation; one and two point perspective; principles of composition.
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MUSIC EDUCATION

Music 201, 203, 307, 309, 311, 313, 317, 319, 331, 410, Education 231, 255, 315, 317 (or Music 407), 343, 355, 361 and 424, plus major and minor instrument participation in a performing group (Music 398, 399 or more than one of these), and a minimum of three credits in art and three credits in drama. Those in Music Education-Instrumental will also take Music 351, 353 and 355.

Admission requirements for acceptance into music program:

1. Scales and arpeggios in all keys, major and minor.
2. Ability to play a representative piece on the major instrument; (example: Mozart's Clarinet Concerto).
3. Four years participation in high school band or the equivalent (private lessons on the major instrument).
4. Piano requirement for instrumental:
 - a. Scales and primary chords (I, IV, V) all keys.
5. If piano is the major instrument as above under #1. Otherwise, piano will be required as secondary instrument and will be taught until competence is achieved.

Vocal:

1. Demonstrated ability to hear and sing in tune.
2. Fundamentals of breathing, posture and diction.
3. Ability to sing an art song.
4. Piano requirement for vocal: ability to accompany simple folk songs and vocal arrangements.

Major Instrument:

It is expected that students in music and music education declare a major instrument (orchestral instrument or voice), and perform in a jury review once each semester. The performance will be a short composition, representative of the student's current work.

Jury Exams

Juries will be performed before the music faculty, the students' instructor, and the chairperson of the department, and will take place at noon on the Wednesday preceding the final class of each semester.

ART

203 THEORY AND FUNDAMENTALS OF ART

Fall and Spring

This is a course designed to equip the student with a knowledge of the fundamentals in drawing, perspective, composition, value, color and design; with the practical intention that the ideas developed theoretically in this course will be put to actual practice in the studio workshop. This course is a prerequisite for studio work and is required of concentrators with an Art emphasis.

Not open to Seniors.

Prerequisite: Permission of Instructor.

Three class hours each week. Three credits.

205 DRAWING I

Fall and Spring

An introduction to the fundamental elements of basic free-hand drawing with stress on the development of keen observation, selective seeing and sensitive interpretation of form. Students will explore two and three dimensional aspects of drawing using a variety of media. This course is a prerequisite for studio work and is required of concentrators with an Art emphasis.

Studio fee \$20.

Three class hours each week. Three credits.

207 DRAWING II *Spring*
Additional drawing experience with emphasis on development of the student's potential to reinforce and expand basic drawing techniques and to gain an appreciation of past and present works. Students will use varied approaches and media such as pen and ink, wash and water color, with an emphasis on personal interpretations of ideas and feeling in visual terms. Studio fee \$20.

Prerequisite: Art 205 and Permission of Instructor.
Three class hours each week. Three credits.

305 HISTORY OF ART *Fall*
An introduction to Art styles in the Western world from the Paleolithic up to the French Revolution pointing up differences in style due to historical, political or national conditions.

Three class hours each week. Three credits.

307 MODERN ART *Spring*
A general survey of the visual arts of the Western world from Neo-Classicism to present avant-garde innovations.

Three class hours each week. Three credits.

309-311 PAINTING *Two semesters*
This course features creative work in principles of design, painting and handling of media. Studio fee \$20.

Prerequisites: Art 203 and 205.

Art 309 is prerequisite to Art 311.

Three class hours each week. Three credits each semester.

313 WESTERN CALIGRAPHY *Fall and Spring*
The theory and practice of writing and lettering as an Art Form. Studio fee \$20.

Three class hours each week. Three credits.

339 ART METHODS FOR THE SECONDARY TEACHER *Not offered in 1980-81*

This is a course for Art concentrators interested in teaching Art at the secondary level. The primary objective is the knowledge and understanding of the theory and methods of this teaching. Lab fee \$20.

Prerequisites: Art 203 and 205.

Three class hours each week. Three credits.

401 SCULPTURE I *Spring*
The study and practice of sculpture as a medium for creative expression. Examination and analysis of traditional and contemporary sculpture. Studio experience in modeling, carving, moldmaking and casting of the sculpture. Studio fee \$20.

Prerequisites: Art 203 and 205.

Three class hours each week. Three credits.

403 SCULPTURE II *Not offered in 1980-81*
Continuation of the study and practice of sculpture as a medium in the various materials. Also experimentation in ceramics with the coil pot and slab construction, free forms of ceramics and use of the kiln. Studio fee \$20.

Prerequisite: Art 401.

Three class hours each week. Three credits.

405 GRAPHICS I *Fall*
An introductory studio course dealing with the relief method of printmaking. Emphasis upon various techniques and exploration into the creative possibilities of the media. Lectures on the appreciation of traditional and contemporary works. Studio fee \$25.

Prerequisite: Art 203 and 205.

Three class hours each week. Three credits.

407 GRAPHICS II *Spring*
Further investigation into the relief block print. Demonstration and experimentation with the monotype dry point and etching process, with the emphasis on the use of design and color as basic factors in multicolor block printing. Studio fee \$25.

Prerequisite: Art 405.

Three class hours each week. Three credits.

411 ART TUTORIAL IN SCULPTURE *Not offered in 1980-81*

Individually planned studio program. Student needs and interests will determine the medium employed. Studio fee \$20.

Prerequisites: Art 203, 205, 401, 403, and Permission of the Instructor.

Three class hours each week. Three credits.

415 ART TUTORIAL IN PAINTING *Fall*
Individually planned studio program. Student needs and interests will determine the medium employed. Studio fee \$20.

Prerequisites: Art 203, 205, 309, 311 and Permission of Instructor.

Three class hours each week. Three credits.

417 SERIGRAPHY *Fall*
This course is to familiarize the student with the processes and materials available for the exploration of silk screen painting. Students will make their own screens and work in various techniques. Studio fee \$25.

Open only to Fine Arts Concentrators with an Art emphasis.

Prerequisites: Art 405 and 407 and Permission of Instructor.

Three class hours each week. Three credits.

419 ADVANCED WESTERN CALIGRAPHY *Spring*
Illuminated manuscript and gold leafing. Studio fee \$20.

Prerequisites: Art 313 and Permission of Instructor.

Three class hours each week. Three credits.

INTERDISCIPLINARY COURSES:
Philosophy 305 PHILOSOPHY OF ART
Religious Studies 459 RELIGION AND ART

COMMUNICATION

205 PRINCIPLES OF SPEECH *Fall and Spring*
A first course in speech techniques. This is a one semester course.

Three class hours each week. Three credits.

207 ADVANCED SPEECH: ARGUMENTATION AND PERSUASION *Not offered in 1980-81*
The emphasis in this course is on speech content and composition.

Prerequisite: Communications 205 or Permission of Instructor.

Three class hours each week. Three credits.

310 INTERNSHIPS IN COMMUNICATION *Each semester*

Vermont Educational Television offers a limited number of internships in the areas of graphic arts, production, public relations and development. Internships at other area stations are sometimes available. Only students approved by Saint Michael's College and the television directors will be accepted. Not recommended for lower division students. Those interested should contact the Chairperson of the Fine Arts Department.

From 3 to 15 credits possible. By arrangement.

DRAMA

200 THEATRE LABORATORY I

Each semester

With each major production a theatre laboratory will be offered involving an intense study of the play, followed by active participation with the play as stage manager, designer, actor, or by extended critical essays on the author, historical period or genre.

Prerequisites: Drama 201 and Permission of Instructor.

Three credits. Hours by arrangement.

201 INTRODUCTION TO THE THEATRE

Fall

A first course in the literature and production procedures in theatre arts.

Three class hours each week. Three credits.

203 ORAL INTERPRETATION OF LITERATURE

Not offered in 1980-81

An introductory course in the art of communicating to an audience a work of literary art in its intellectual, emotional, and aesthetic entirety.

Three class hours each week. Three credits.

209 FUNDAMENTALS OF PLAY PRODUCTION

Spring

A presentation of the fundamentals of bringing a play to life: play selection, casting, style production, directing, scenery design, rehearsal scheduling. Particular emphasis is placed on technical aspects.

Three class hours each week. Three credits.

300 THEATRE LABORATORY II

Each semester

Intensive study of the current major production play with an active involvement in an area of production or theory differing from the one chosen for Theatre Laboratory I.

Prerequisites: Drama 201 and Permission of Instructor.

Three class hours each week. Three credits.

301 CHIEF PATTERNS OF WESTERN DRAMA I

Fall

A survey of the history of drama from the Golden Age of Greece to the Renaissance. The relationships among authors, their plays, and conditions of production are emphasized.

Three class hours each week. Three credits.

302 CHIEF PATTERNS OF WESTERN DRAMA II

Spring

A continuation of the history of drama from the Renaissance to the Advent of Realism.

Three class hours each week. Three credits.

303 CONTEMPORARY DRAMA

Spring

An investigation into the most important and influential playwrights from the beginning of Realism to the present.

Three class hours each week. Three credits.

307 AMERICAN THEATRE

Not offered in 1980-81

The American heritage in drama and sub-literary forms, such as vaudeville, from the Revolution to the present.

Three class hours each week. Three credits.

309 PRINCIPLES OF PLAY DIRECTION

Fall

In this course students learn how to direct a play. They obtain experience in casting, blocking interpretation, polishing, and performance.

Prerequisites: Drama 201 and Permission of Instructor.

Three class hours each week. Three credits.

311 PRINCIPLES OF ACTING I

Fall

Theory and technique of developing characters for the stage.

Prerequisites: Drama 201 and Permission of Instructor.

Three class hours each week. Three credits.

317 TRAINING OF THE SPEAKING VOICE

Not offered in 1980-81

A study of the structure of the vocal mechanism, techniques of projection and proper production of the spoken sound. Permission of the instructor required.

Three class hours each week. Three credits.

400 THEATRE LABORATORY III

Fall and Spring

Intensive study of the current major production play with an active involvement in an area of production or theory differing from the ones chosen for Theatre Laboratory I and II.

Prerequisites: Drama 200, 300 and Permission of Instructor.

401 ADVANCED DIRECTING

Spring

Advanced theory and practice culminating in the direction of a play. Variable fee to cover royalty.

Prerequisites: Drama 309 and Permission of Instructor.

Three class hours each week. Three credits.

403 PRINCIPLES OF ACTING II

Fall

Further study of the development of stage characterization with special emphasis on individual needs.

Prerequisites: Drama 201, 311 and Permission of Instructor.

Three class hours each week. Three credits.

MUSIC

Incoming Music and Music Education students in Fine Arts must take a placement examination to determine if Rudiments of Music (Music 101) may be waived.

101 RUDIMENTS OF MUSIC

Fall

Basic musicianship, including sight singing, solfege, melodic, rhythmic and interval dictation. Major and minor keys and scales.

Three class hours each week. Three credits.

201 THEORY I, INTRODUCTION TO MUSIC

Fall

Primary tonal materials, triads and seventh chords, procedures of part writing. Inversions up to dominant seventh.

Three class hours each week. Three credits.

203 THEORY II, TONAL MUSIC

Spring

Continued study of tonal harmony including secondary chords, inversions, supertonic and subdominant seventh chords.

Three class hours each week. Three credits.

307 HISTORY OF MUSIC TO 1600

Not offered in 1980-81

A survey of music against the background of medieval and renaissance history and culture.

Three class hours each week. Three credits.

309 HISTORY OF MUSIC 1600-1750 *Not offered in 1980-81*

A history of musical style and performance of Baroque and preclassical music.

Three class hours each week. Three credits.

311 HISTORY OF MUSIC 1750-1900 *Fall*

The music of the Classical and Romantic periods.

Three class hours each week. Three credits.

313 HISTORY OF MUSIC FROM 1900 *Spring*

A survey of music from Nineteenth Century.

Impressionism to modern avant-garde compositions.

Three class hours each week. Three credits.

317 THEORY III, HARMONY *Fall*

Dominant and secondary sevenths with their inversions; the diminished seventh; augmented chords; harmonization of melodies; figured bass modulation; analysis.

Prerequisite: Music 203.

Three class hours each week. Three credits.

319 THEORY IV, HARMONY *Spring*

More sophisticated management of the voices; chords of the ninth, eleventh, and thirteenth; the augmented, Neapolitan, French, and German sixth; twelve-tone method.

Prerequisite: Music 317.

Three class hours each week. Three credits.

321 AMERICAN MUSICAL THEATRE *Fall*

The distinctive American character of the Broadway musical, cinema-musical, opera and dramatic theatre is considered. When possible, the class participates in the production of a musical.

Three class hours each week. Three credits.

325 THE HISTORY OF JAZZ AS AN AMERICAN ART FORM *Spring*

The history of the music of Black Americans from point of departure in Africa to present day avant-garde jazz. The influence of jazz upon American music.

Three class hours each week. Three credits.

331 CHORAL AND INSTRUMENTAL CONDUCTING *Fall*

Choral and instrumental conducting; baton technique, vocal production, choral literature; an opportunity to conduct college choral groups.

Prerequisite: Written permission of Instructor.

Three class hours each week. Three credits.

343 FOUNDATIONS OF MUSIC EDUCATION *Not offered in 1980-81*

A survey of the history and development of music education from the middle ages through current practice in American education. The evolution of the music curriculum in the public schools in the twentieth century.

Three class hours each week. Three credits.

351 PRINCIPLES OF PLAYING WOODWIND INSTRUMENTS *Not offered in 1980-81*

Embouchure formation, fingerings, basic musicianship. Open only to students with permission of Instructor.

One class hour each week. One credit.

353 PRINCIPLES OF PLAYING BRASS AND PERCUSSION INSTRUMENTS *Fall*

Embouchure formation, basic musicianship. Open only to students with permission of Instructor.

One class hour each week. One credit.

355 PRINCIPLES OF PLAYING STRING INSTRUMENTS *Not offered in 1980-81*

Basic bowing, finger patterns, positions.

One class hour each week. One credit.

360 THEORY V, ORCHESTRATION *Spring*

The art of instrumentation; clefs, transposition, range, timbre. Arranging for ensembles and school groups.

Analysis of composers and arrangers.

Three class hours each week. Three credits.

398 CHORALE *Two semesters*

The study and performance of choral literature for mixed voices in a variety of styles. Major choral works will include the Bach Christmas Oratorio and the Brahms Requiem. Attendance at rehearsals mandatory.

Three class hours each week. One credit per year up to a maximum of three credits.

399 CONCERT WINDS *Two semesters*

A performing instrumental group open to all students who play a wind instrument.

One credit per year up to a maximum of three credits.

405 AMERICAN MUSIC *Not offered in 1980-81*

A survey of the development of American music from the Colonial period to the present, considering the influences of European practices and American aesthetic thought.

Three class hours each week. Three credits.

407 MUSIC EDUCATION: SECONDARY

Not offered in 1980-81

A practical course designed to help meet the challenge of music in current secondary school situations: balanced music curriculum; general music classes; music listening classes; music theory class; instrumental music; vocal music, etc. Open only to music education concentrators or those with written permission of instructor.

Three class meetings each week. Three credits.

INTERDISCIPLINARY COURSES:

Physics 103 ACOUSTICAL FOUNDATIONS OF MUSIC

NON-CREDIT MUSICAL GROUPS:

JAZZ ENSEMBLE

Each semester

A performing stage band. The big band style of Jazz performance. Open to qualified musicians with permission of instructor.

WOODWIND QUINTET

Each semester

Open to wind instrument players who would like coaching in literature for woodwind quintet and quartet.



421 THE COOPERATING ARTIST PROGRAM

The Fine Arts Department has established a cooperating artist program which enables a qualified student to elect to study with a well-known artist in the area and to receive academic credit from Saint Michael's College for this arranged study. Private lessons are currently available for violin, viola, double bass, cello, advanced piano, clarinet, flute, trumpet, oboe, bassoon, French horn, trombone, tympani and advanced voice work. Students must have permission of both artist and the Chairman of the Department.

One class hour each week. One credit. The additional fee for private lessons is equal to the cost of one credit.

Listed below are the current approved Cooperating Artists from whom students may wish to seek private instruction for credit:

David Brubacker	Trumpet
Sadah Schuhari Colodny	Violin
Priscilla Douglas	Trumpet
Louis Fink	Violin
Elaine Greenfield	Piano
Margaurite Meunier	Piano
Patricia Noyes	Ballet
Victoria Scones	Flute
Steve Suele	French horn
Martha Tortolano	Voice
Darienne Oakes	Dance

FINE ARTS—DANCE

101 BALLET I

Fundamentals of classic ballet movement and vocabulary. Open to beginners.

Three class hours per week. One credit per semester.

103 KINISIOLOGY FOR ATHLETE AND DANCER

An introductory course dealing with muscle groups and skeletal joints, their nature and their use to make one's body work more effectively.

Three class hours each week. One credit per semester.

105 JAZZ DANCE

A beginning course of Jazz exercises, movements and vocabulary.

Three class hours each week. One credit per semester.

201 BALLET II

Further instruction and practice in the basic techniques of body control. Preparation for point, adagio, and center floor work.

Prerequisite: Introductory ballet or its equivalent.

Three class hours each week. One credit per semester.

FINE ARTS—SEMINAR

410 SENIOR FINE ARTS SEMINAR

A practical implementation of the unifying elements and common bonds of the arts. Individual projects within art, drama, or music, according to the particular needs and interests of the student.

Three class hours each week. Three credits.

DEPARTMENT OF HISTORY

Dr. Norbert A. Kuntz, Chairman; Andersen, Nicosia, Pfeifer.

The objectives of the concentration are as follows: (1) to give the student a general knowledge of the past, of the events which shaped the life of mankind, of the persons who influenced the course of civilization, of the institutions which human society has evolved; (2) to give him/her a more specific knowledge of one area of history, such as American or European (Ancient through Modern); (3) to promote the student's understanding of the present and of his/her position as the heir to a continuous Christian culture, through an appreciation of the forces that produced civilizations; (4) to strengthen the student's critical faculty through the employment of the techniques of historiography, the use of analysis and synthesis, and the constant effort to determine the truth of the past; (5) to foster literate self-expression through discussion, the preparation of historical papers and oral reports.

Required for concentrators: History 101-103, 410, twelve hours of electives divided equally between American and European History, and twelve additional hours of unspecified electives, totaling 36 hours. Concentrators must establish proficiency in a classical or modern language. They must do so by passing a course numbered 203-205 in the Classics or Modern Language Departments, or by demonstrating equivalent knowledge through examination.

101-103 DIRECTED READING IN HISTORY

Two semesters

This course is devoted to discussion of historical works organized under three headings: Classical History; Philosophies of History; Historical Controversy. The course is designed to enlarge the student's knowledge of historical writing and to foster his or her appreciation of it.

Three class hours each week. Three credits each semester.

105 WAR AND SOCIETY

Spring

This course will be offered through a series of lectures in which each professor in the Department of History will treat the effects of warfare upon a particular society. Topics to be dealt with in the course are: warfare in the Middle Ages; the American Civil War; World War I; World War II; the Korean War. Professors in American, Asian, and European history will emphasize their own specializations.

Three class hours each week. Three credits.

**121 THE MODERN MIDDLE EAST:
AN INTRODUCTION** *Fall*

A survey of the history of the Middle East from the Prophet Mohammed in the 7th century to the Arab-Israeli War of 1967. The course examines the impact of Islam, the Ottoman Empire and Western Europe on the political, economic and intellectual development of the modern Middle East, including the emergence of independent Arab states, the modern Turkish state and an independent Jewish state.

Three class hours each week. Three credits.

**201-203 GROWTH OF THE
AMERICAN NATION** *Two semesters*

A survey of American history from the beginnings of colonization to modern times. The purpose of the course is to acquaint the student with the more significant historical events and, more importantly, with the various interpretations of those events.

Three class hours each week. Three credits each semester.

211 FOREIGN POLICY OF THE U.S.S.R. *Not offered in 1980-81*

A historical study of the main themes of Soviet foreign policy since 1917.

Three class hours each week. Three credits each semester.

221 HISTORY OF MODERN CHINA *Not offered in 1980-81*

A survey of Chinese history from the early decades of the 19th century to the present.

Three class hours each week. Three credits.

223 HISTORY OF MODERN JAPAN *Not offered in 1980-81*

A survey of Japanese history from the last decades of the Tokugawa Shogunate to the present.

Three class hours each week. Three credits.

241-243 THE HISTORY OF ENGLAND *Not offered in 1980-81*

A survey of the history of England in which social, religious and economic movements are studied and the development of the Constitution is particularly emphasized.

Three class hours each week. Three credits each semester.

301-303 HISTORY OF GREECE *Not offered in 1980-81*

The rise and development of Hellenic culture. The course is devoted to a study of the political and social history of Greece from the beginnings to the rise of democracy. This is preceded by a survey of the Oriental civilizations by which the Greeks were influenced.

Three class hours each week. Three credits each semester.

305-307 HISTORY OF ROME *Two semesters*

The study of the political and social history of Rome to the fourth century of the Christian era.

Three class hours each week. Three credits each semester.

309 THE EARLY MIDDLE AGES *Fall*

A topical analysis of the complex phenomena which shaped the history of Western Europe from the period of the Later Roman Empire to the Tenth Century.

Three class hours each week. Three credits.

311 THE HIGH MIDDLE AGES *Spring*

A topical analysis of the sociological, cultural and intellectual history of Western Europe during the centuries of medieval greatness from 1050 to 1300 A.D.

Three class hours each week. Three credits.

**317 PROBLEMS IN WESTERN
CIVILIZATION: EUROPEAN
WITCHCRAFT** *Not offered in 1980-81*

An analysis of the historical phenomenon of European witchcraft. Special emphasis will be given to the important light that the history of witchcraft sheds upon European civilizational experience from classical antiquity to early modern times.

Three class hours each week. Three credits.

**319 PROBLEMS IN WESTERN
CIVILIZATION: SELECTED
TOPICS** *Not offered in 1980-81*

A topical analysis of selected problems designed to acquaint the student with some of the most crucial, yet unexplored, aspects of the history of Western Civilization.

Three class hours each week. Three credits.

**321 PROBLEMS IN WESTERN
CIVILIZATION: ANTI-SEMITISM** *Spring*

This course examines the roots, development and varieties of modern anti-Semitism in Europe in the 19th and 20th centuries. Students will concentrate on the political, economic, social and intellectual foundations of modern anti-Semitism in the 19th century, and the historical development of anti-Semitic movements in Europe from the French Revolution to the holocaust.

Three class hours each week. Three credits.

**323 COLONIAL AND REVOLUTIONARY
AMERICA 1607-1787** *Fall*

The development of the American colonies will be studied in depth with special emphasis given to the causal factors of the American Revolution and the formation and ratification of the Constitution.

Three class hours each week. Three credits.

325 ANTE BELLUM AMERICA 1830-1860 *Spring*

An intensified look at the growth of American optimism, industry, and intellectual development after Jackson and leading to the outbreak of the War of the Rebellion.

Three class hours each week. Three credits.

**335 DIPLOMATIC HISTORY OF EUROPE,
THE 19TH CENTURY** *Not offered in 1980-81*

This course offers a survey of the salient features of the foreign policies of the major European powers during the nineteenth century.

Three class hours each week. Three credits.

**337 DIPLOMATIC HISTORY OF EUROPE,
THE 20TH CENTURY** *Not offered in 1980-81*

This course offers a survey of the salient features of the foreign policies of the major European powers during the twentieth century.

Three class hours each week. Three credits.

**351 THE BLACK EXPERIENCE IN
AMERICA** *Not offered in 1980-81*

A reading course designed to provide perspective concerning the experience of Blacks in American life. Although designed as a survey from 1619, emphasis will be given to historical developments from Reconstruction to the present.

Three class hours each week. Three credits.

353 THE HISTORY OF THE SOUTH

Not offered in 1980-81

The course will attempt to analyze the growth of Southern sectionalism and, later, nationalism, ending with the recent efforts of that section to return to its pre-1860 domination of American politics.

Three class hours each week. Three credits.

391 EUROPE IN THE 17TH CENTURY

Not offered in 1980-81

A survey of the political, economic, social and intellectual developments in western and central Europe from the beginning of the Thirty Years War to the end of the reign of Louis XIV. The course emphasizes the development of the political institutions of absolutism, European economic expansion, the growth of the commercial middle class and the revolution in scientific thought.

Three class hours each week. Three credits.

393 EUROPE IN THE 18TH CENTURY

Not offered in 1980-81

A survey of the political, economic, social and intellectual developments in western and central Europe from the death of Louis XIV through the French Revolution and the Napoleonic Wars. The course considers the decline of the ancient regime, the intellectual foundations of the Enlightenment, and the origins, course and impact of the period of the French Revolution and Napoleonic Wars in Europe.

Three class hours each week. Three credits.

395 EUROPE IN THE 19TH CENTURY *Fall*

A survey of the political, economic and social transformation of Europe during the 100 years between the end of the Napoleonic Wars in 1814 and the outbreak of World War I in 1914. The course treats the revolutionary currents of liberalism and nationalism through 1850, the origins of socialism, German and Italian unification, the industrialization of Europe, the German Empire of Otto von Bismarck, European Imperialism and the origins of World War I.

Three class hours each week. Three credits.

397 EUROPE IN THE 20TH CENTURY

Spring

A survey of European history from the outbreak of World War I to the early years of the Cold War. The course deals with the origins, course and impact of the First World War, the Revolution, Leninism and Stalinism in Russia, the political, social and intellectual foundations of Fascist Italy and Nazi Germany, the origins and course of World War II and the emergence of the Cold War.

Three class hours each week. Three credits.

403 THE RENAISSANCE

Not offered in 1980-81

An analysis of the historiographical problem of the "Renaissance". The course will seek to assess the crucial role played by the Renaissance in bridging the gap between medieval and modern history.

Three class hours each week. Three credits.

405 THE REFORMATION

Not offered in 1980-81

An analysis of the religious ideology, conflict and crisis of 16th-century Europe. Special emphasis will be given to examining the intellectual and religious foundations of Protestantism and the eventual clash with Catholicism during the Counter Reformation.

Three class hours each week. Three credits.

410 SEMINAR IN HISTORY

Two semesters

This course is designed to draw upon and develop the student's knowledge of History through discussion and extended research. Specifically the student will do research in a limited area of European or American history and become familiar with the up-to-date bibliography in the field. One section of the seminar will deal with European history; another with American.

Three class hours each week. Three credits each semester.

411 HISTORY OF RUSSIA TO 1905

Fall

A survey of Russian History from the emergence of Kievan Russia in the 9th century to the revolution of 1905. The course considers the political, economic, social and cultural development of the Kievan and Muscovite states, the institutions of Tsarist absolutism, the reforms of Peter the Great, economic and industrial development in the 18th and 19th centuries and the political decline of Imperial Russia in the 19th century.

Three class hours each week. Three credits.

413 HISTORY OF SOVIET RUSSIA

Spring

A survey of the history of the U.S.S.R. from its origins before the First World War to the fall of Nikita Khrushchev. The course deals with the 19th-century origins of Marxism, the revolution and civil war between 1917 and 1921, Leninism, Stalinism, the economic transformation of the 1930's, Soviet Foreign Policy and World War II, the origins and course of the Cold War and the Khrushchev era.

Three class hours each week. Three credits.

421 THE UNITED STATES IN THE 20TH CENTURY I

Fall

This course will survey the history of the United States from one presidential election of 1900 to the close of the Hoover administration. Politics and international relations will be emphasized. Attention will also be given to social and cultural developments.

Three class hours each week. Three credits.

423 THE UNITED STATES IN THE 20TH CENTURY II

Spring

This course will follow the same approach as History 421. It will cover the period between the inauguration of President Franklin D. Roosevelt and the resignation of President Richard M. Nixon.

Three class hours each week. Three credits.

431 THE AMERICAN CIVIL WAR, 1860-1865

Not offered in 1980-81

A detailed examination of the Civil War, especially the economic, military and political aspects thereof. The course is designed to show the development of the modern American nation.

Three class hours each week. Three credits.

435 RECONSTRUCTION, 1865-1890

Not offered in 1980-81

A focus on the changing American nation after the Civil War. In part the course will show the opportunity for social and economic change and the complexities of rapid industrialization.

Three class hours each week. Three credits.

437 HISTORY OF AFRICA

Fall

This course covers the origin and groupings of the African peoples and will illustrate the continent's major civilizations and empires, as well as migration patterns. The latter part of the course will cover the creation of culturally fictitious states and the ensuing rupture of cultural groups.

Three class hours each week. Three credits.

441-443 HISTORY OF CANADA

Not offered in 1980-81

A survey of the social, political, and cultural history of Canada from the foundations of New France to the Twentieth Century nation. Emphasis will center on problems of Canadian history and biographies of the individuals who shaped Canada.

Three class hours each week. Three credits each semester.

455 THE ORIGINS OF THE ARAB-ISRAELI CONFLICT TO 1948

Fall

This course traces the History of the Arab-Israeli conflict from its origins in the 19th century to the emergence of the state of Israel in 1948. The class examines the political, social, intellectual and religious foundations of Arab and Jewish nationalism (Zionism) during the 19th century in the Middle East and Europe respectively, their initial clash of interest during the First World War, and the emerging conflict and Great Power involvement during the Mandate period to 1948.

Three class hours each week. Three credits.

457 THE ARAB-ISRAELI CONFLICT SINCE 1948

Spring

This course traces the development of the Arab-Israeli Conflict from the emergence of the state of Israel and the first Arab-Israeli War in 1948 to the Camp David Agreements and the Egyptian-Israeli Treaty of 1979. The major themes will include the changing and conflicting currents in Arab and Jewish nationalism, as well as the developing role of the Great Powers in the conflict.

Three class hours each week. Three credits.

485 GERMANY IN THE 19TH CENTURY

Not offered in 1980-81

A comprehensive study of German history from the French Revolution to the outbreak of World War I. The course considers the impact of the French Revolution and the Vienna Settlement on Germany, the currents of liberalism and nationalism to 1850, Bismarck and the unification of Germany, the political foundations of the Bismarckian Reich, industrialization and the economic and social transformation of German society, and Germany's role in the origins and outbreak of World War I.

Three class hours each week. Three credits.

487 GERMANY IN THE 20TH CENTURY

Not offered in 1980-81

An analysis of recent German history from the outbreak of War in 1914 to the emergence of the West German Republic in 1949. The course considers the impact of Germany's defeat and the Versailles settlement, the upheavals and tragedies of the Weimar Republic, the intellectual foundations of National Socialism and anti-Semitism, the early years of the Nazi movement, the structure of the Nazi state, Nazi foreign policy, World War II and the creation of the two Germanies.

Three class hours each week. Three credits.

AMERICAN STUDIES PROGRAM

The American Studies Program is an interdepartmental concentration under the supervision of the Department of History. Its purpose is to allow a student to investigate the factors—historical, social, political, economic, and intellectual—which have shaped American civilization.

Required for Concentrators: History 101-103, 201-203; American Studies 310, 410. The remaining hours of study will be selected from the following departments upon consultation with the American Studies advisor: English, Political Science, History, Economics, Fine Arts, Philosophy, Theology, and Sociology. Concentrators must establish proficiency in a modern language. They must do so by passing a course numbered 203-205 or by demonstrating equivalent knowledge through examination.

310 AMERICAN INTELLECTUAL HISTORY, 1607-1865

Two semesters

The course attempts to show through various selected readings the development of American civilization. Representative topics considered are: Colonial letters, the concept of independence, transcendentalism, nationalism, and Romanticism. Basically the course is one of reading, discussion, and independent research. The second semester continues the approach followed in the first.

Three class hours each week. Three credits each semester.

Listed below are three sample electives. Other electives are selected upon consultation with the advisor.

323 AMERICAN PHILOSOPHY

Spring

Depending on the background of the students, this course will be either an historical survey of significant American thinkers from Jonathan Edwards to John Dewey, or a concentrated study of selected American Philosophers.

Three class hours each week. Three credits.

325 HISTORY AND DEVELOPMENT OF JAZZ AS AN AMERICAN ART FORM

Spring

The history of the music of Black Americans from point of departure in Africa to present day avant-garde jazz. The influence of jazz upon American Music.

Three class hours each week. Three credits.

405 AMERICAN MUSIC

Not offered in 1980-81

A survey of the development of American music from the Colonial period to the present, considering the influences of European practices and American aesthetic thought.

Three class hours each week. Three credits.

410 AMERICAN INTELLECTUAL HISTORY, 1865-1970

Two semesters

This course deals with selected topics pertinent to the United States in the late nineteenth and in the twentieth century. Representative topics are: social Darwinism, the social gospel, progressivism, neo-orthodoxy, and various historical interpretations of the United States.

Three class hours each week. Three credits each semester.

HUMANITIES PROGRAM

Dr. Pauline Gamache, s.p., Chairperson: Conley, Fairbanks, Merriman, assisted by cooperating teachers from the Departments of Classics, History, and Philosophy, with President Henry serving as lecturer.

The "core" of the program, especially in the tri-part sequence of the Life and Thought of Western Man, Parts I, II, and III, is intrinsically interdisciplinary in its materials. In its chronological presentation of the major conventional periods of Western development from Biblical and classical times to the present, it seeks to integrate successively period history, literature, and art in order to give the student (of whatever specialization) an awareness of a common formative cultural heritage and a sense of general roots and personal identity. "The Great Books" of Western tradition, of all forms, are central, with emphasis on intellectual content and social influence. A principal objective is to impart a sense of perspective for making sound general judgments against a broad background, and setting valuable specialized knowledge in due context. Ideally, the three Parts should be followed sequentially.

THE LIFE AND THOUGHT OF WESTERN MAN I

101 CLASSICAL CIVILIZATION

The fundamental characteristics of our classical heritage will be explored through key works in literature, philosophy, history, and the visual arts. A selection of the readings may include *The Iliad* or *The Odyssey*, Sophocles' *Oedipus Rex* or *Antigone*, Thucydides' *The Peloponnesian War*, Plato's *Dialogues*, Virgil's *Aeneid* and Juvenal's *Satires*.

Three class hours each week. Three credits.

103 MEDIEVAL CIVILIZATION

This investigation of Medieval Civilization seeks to define the unique contributions of the Christian centuries in literature, philosophy, and the arts. The synthesis of Greco-Roman culture and Christianity is examined through such works as St. Augustine's *Confessions*, Boethius' *Consolation of Philosophy*, Thomas Aquinas' *Treatise on the Law*, Dante's *Divine Comedy*, and Chaucer's *Canterbury Tales*.

Three class hours each week. Three credits.

THE LIFE AND THOUGHT OF WESTERN MAN II

201 RENAISSANCE— REFORMATION

This course continues the survey of Western development from the beginning of the Renaissance through the sixteenth century. Major emphasis is placed on the transition in European culture, the effects of exploration, philosophy, science and religious thought. Some of the major works included are: Machiavelli's *The Prince*, More's *Utopia*, Marlowe's *Doctor Faustus*, Shakespeare's *King Lear*, Milton's *Areopagitica* and *Of Education*.

Three class hours each week. Three credits.

203 ENLIGHTENMENT— REVOLUTION

The content of this course covers the years from the seventeenth century to 1815. The major areas of consideration are: society after the Reformation, absolutism and the empires, the Industrial and French Revolutions, the culture of the age, the causes and effects of the Enlightenment through the Napoleonic Era. Some of the works read are: Locke's *Second Treatise of Government*, Smith's *Wealth of Nations*, Madison, Hamilton and Jay's *Federalist Papers*; the works of the Romantic Poets, Pope, Goethe, and others may be included.

Three class hours each week. Three credits.

THE LIFE AND THOUGHT OF WESTERN MAN III

301 NATIONALISM— INDUSTRIALIZATION

A study of the political, social, religious, philosophical and economic conditions of the Western World of the nineteenth century through literature and the visual arts. Some of the topics considered are: the politics of the Restoration, the Revolutions' effects on world affairs, and the culture of the times. A selection of readings may include some of the works of Dickens, Hugo, Balzac, Dostoevsky, Turgenev, Darwin, Nietzsche, Marx, Chekhov, Hawthorne, Melville and others.

Three class hours each week. Three credits.

303 IMPERIALISM— TECHNOLOGY

An examination of the revolutionary concepts in history, with particular attention to the social, economic, political, cultural, philosophical and ideological factors of the twentieth century. The "Great Books" and visual arts will focus on the following topics: growth of democracy, rise of the working class, totalitarianism, World Wars I and II, Communism, Fascism, etc. Some of the authors included are Joyce, Hemingway, Faulkner, Orwell, Freud, Dreiser, Lewis, Kafka, Sartre, Camus, Proust, Rilke, and others.

Three class hours each week. Three credits.

311 MAJOR UTOPIAS IN THE WESTERN TRADITION AND MODERN COMMUNAL ALTERNATIVE LIFE-STYLES

A search for "Perfectionism" in Western tradition: a survey of major Utopias which could include the following readings: Plato's *Republic*, "Primitive Christianity", "Medieval Monasticism," Famous Utopias of the Renaissance (More's *Utopia*, Campanella's *City of the Sun*, Bacon's *New Atlantis*), "Socialist Utopias of the 19th Century", (Shakers, Rappites, Brook Farm, Fourierites), Yankee Communes, *Brave New World*, *Walden Two*, Rozak's *The Making of a Counter-Culture*, K. Melville's *Communes in the Counter-Culture*. Again the intent is to see the contemporary in organic relationship to the past.

Three class hours each week. Three credits.

313 IDEALS AND LANDMARKS IN WESTERN EDUCATIONAL THOUGHT

Spring

Involves discussion-evaluation of current college and university curricula in the light of Newman's *The Idea of a University*, Dawson's *The Crisis of Western Education*, Whitehead's *The Idea of Education*, Ortega y Gasset's *The Idea of a University*, Maritain's *The Crisis of Modern Education*, Summerhill: *For and Against*. Maximum use of class discussion and guest lecturers.

Three class hours each week. Three credits.

317 DEVELOPMENT OF SCIENTIFIC THOUGHT IN THE WEST (Part I)

Fall

The first course considers the nature of scientific process; the beginnings of science in Mesopotamia and in Greece; the divorce of science and philosophy in Alexandria; the decline of science during the Middle Ages; the rise of Humanism and its effect on scientific inquiry; and concludes with the Copernican Revolution.

Three class hours each week. Three credits.

319 DEVELOPMENT OF SCIENTIFIC THOUGHT IN THE WEST (Part II)

Spring

A continuation of the development of scientific thought beginning with Cartesian mathematics and physics; Newtonian physics and astronomy; eighteenth and nineteenth century discoveries in chemistry, biology, and geology; the changing emphasis in science; and, finally, some brief considerations of modern thought in genetics, evolution, relativity, quantum theory, molecular models, and chemical bond theories.

Books for HU 317 and 319 are: Sarton's *History of Science*; Toulmin and Goodfield's *Fabric of the Heavens, Architecture of Matter, Discovery of Time*; Butterfield's *Origins of Modern Science*; Mason's *History of the Sciences*.

Three class hours each week. Three credits.

325 HUMANISTIC ASPECTS OF WESTERN POLITICAL THOUGHT

Spring

Designed for non-political science majors, this course stresses the development and deviations from the core of Western Political Thought, the classical natural right theory—Socrates to Marx.

Three class hours each week. Three credits.

THE LIFE AND THOUGHT OF WESTERN MAN IV

401 GREAT ISSUES OF THE CONTEMPORARY WORLD

Fall

A study of the philosophico-cultural deviations from traditionally Western views deriving from challenge to its standards and the emergence of a new (often Third-World) outlook portrayed in recent literature; discussions and readings are directed toward an analysis of modern world problems resulting from the historical events of the times. The following topics, among others, are stressed: political terrorism, Russian and French post-revolutionary trends, American problems, modern European and African social issues, and cultures of the future. Among the books read and discussed are: Malraux's *Man's Fate*, Wright's *Native Son*, Orwell's *Nineteen Eighty-Four*, Ibsen's major plays, Paton's *Cry the Beloved Country* and works of some of the major Russian writers.

Three class hours each week. Three credits.

403 CONTEMPORARY AMERICAN THOUGHT

Spring

This course explores the innovations, issues, conflicts, and trends that dominate contemporary social behavior of the American people in an atomic age. Since the course is concerned with the issues and trends of the present era, the reading list will be subject to frequent change and variation.

Three class hours each week. Three credits.

411 WESTERN ATTITUDES ON WORK AND LEISURE (Part I)

Fall

A chronological survey of the profound changes in society's understanding of work and leisure from the ancient Greeks until 1900. The readings include such works as Homer's *Odyssey*, Vasari's *Lives of the Artists*, Dickens' *Great Expectations*, and Crane's *Red Badge of Courage*.

Three class hours each week. Three credits.

413 WESTERN ATTITUDES ON WORK AND LEISURE (Part II)

Spring

A survey of society's perception of work and leisure in the twentieth century. Emphasis is placed on developments in America. The readings include such works as Cather's *OPioneers*, Lewis' *Babbitt*, Greene's *The Power and the Glory*, and Camus' *The Plague*.

Three class hours each week. Three credits.

INTERNATIONAL STUDENT PROGRAM

Professor Eugene P. O'Neill, Director; Duffy, Gamache, Keelty, Lacharite, Royer, Stark, Thayer, Yorkey.

In September, 1954, the College inaugurated an Intensive English Language Training Program to meet the requirements of students from foreign countries who need training in all aspects of English for career or personal reasons.

To achieve objectives as they pertain to conditions in the career world, two new programs were soon added.

The curriculum offered in the first of these programs, called the University-Associate Program, has its roots in the original plan and serves a variety of individual needs. The Associate Program is designed to provide general amelioration in English, academic orientation and career guidelines, thereby aiding the student's transfer into regular baccalaureate curricula, both here and elsewhere.

Lastly, the professional aspirations of teachers of English as a Second Language had to be confronted. While placing special emphasis on professional competence, the Graduate TESL curriculum aims to inform the teacher of what is happening in the field and in related areas and why.

The Program in English for International Students conducts:

An intensive, full-time English Language Program of six, eight, twelve, sixteen or more weeks on a year-round basis, with opening enrollments every four weeks. The Program is open to men and women.

The teaching is concentrated and the number of weeks that one will spend in a program must be determined by personal proficiency objectives. Specially trained instructors, experienced in their discipline, hold three formal classes each day for groups which usually number 10. Classroom experience is supplemented by directed personal work in the laboratory. The integration between the classroom work and the laboratory sequence demands daily attendance at both.

Proficiency tests are administered frequently so that the student may be placed in one of the 10 levels which will be most profitable and satisfying. Instruction on each level deals with all the aspects of the language: conversation, reading, writing, aural comprehension.

The University-Associate Program:

The aim of this program is to integrate training in English as a Second Language with undergraduate courses. Many students enroll in this Program after satisfactory progress in the Intensive English Program. Students enrolled in the Program take the following:

ENGLISH FS 100, College Writing

Fall and Spring

Introduction to the principles of composition and rhetoric. A review of grammar and the mechanics of writing with emphasis on the needs of foreign students. Study skills, test taking, library research and other aspects of academic orientation are discussed. This course is comparable to ENGLISH 101, College Writing, as listed under the Department of English.

Five class hours each week. Three credits.

ENGLISH FS 102, Introduction to Literature

Fall and Spring

The principles of literary analysis and appreciation are introduced through the reading of selected pieces of fiction, poetry, drama, essay and biography. The selections are chosen and treated with the students' cultural background and understanding in mind. This course is comparable to ENGLISH 123, Introduction to Literary Studies, as listed under the Department of English.

Three class hours each week. Three credits.

Depending on level of proficiency, students will be allowed to take one or both of the above courses. In addition, they will be allowed to enroll in one or two courses from the other disciplines, selected as far as possible with their career goals in mind.

The Graduate Programs in Teaching English as a Second Language:

The Institute in TESL. (Summer only) six weeks - 9 credits.

The Advanced Certificate Program in TESL. 18 credits.

The Master of Arts Degree in TESL. 36 credits.

Consult the Graduate Bulletin for details.

DEPARTMENT OF JOURNALISM

Dr. Alex Nagy, Chairman; Hart, Raquier, and Lecturers.

The concentration, made possible by grants from the Frank E. Gannett Foundation and other benefactors, is designed to prepare students for careers in print journalism. In keeping with the Gannett commitment to the First Amendment, the department upholds the right of students to exercise freedom of expression without prior restraints. The responsible exercise of First Amendment rights involves adherence to the highest journalistic standards, including ethical considerations, and student journalists are expected to observe the same legal requirements imposed upon all news media.

Journalists must write intelligently about a wide variety of subjects. Consequently, journalism students should have a broad liberal arts education as well as training in professional skills. Of the 120 credits required for graduation, 90 may be in subjects outside the journalism curriculum. Background courses in such disciplines as economics, history, psychology, political science and sociology help develop students' abilities to understand and interpret the complex issues which face modern society. The professional journalism courses, most of which are taken in the final two years of the four-year program, are designed to provide students with the skills needed to qualify for entry-level positions in the field.

The department encourages concentrators to supplement their academic experiences with practical work on campus and community publications. They are also urged to participate in internship programs, especially between the junior and senior years. Such opportunities help the students hone their practical skills and broaden their knowledge.

Campus publications that welcome student participation include the weekly student newspaper, the semi-annual literary review and the college yearbook. The Saint Michael's College radio station, WWPV-FM, and the nearby studios of Vermont Public Radio and Vermont Education Television network provide an added dimension to the program.

Courses are open to concentrators and non-concentrators.

Required for concentrators are:

- 1) a minimum of 30 and a maximum of 40 credits in journalism courses, including 101, 201, 203, 213, 303, 311, 315 and 407;
- 2) a demonstrated proficiency in typing by the sophomore year and a grade of "C" or better in English 101 (College Writing) or its equivalent by the sophomore year.
- 3) three introductory social science courses chosen from among Economics 107, Political Science 201, Psychology 101, or Sociology 201;
- 4) History 423 (The United States in the Twentieth Century II) or History 203 (Growth of the American Nation), and,
- 5) at least nine credits in advanced (300-400) social sciences courses not offered by the Department of Journalism (the courses should be interrelated and the sequence should provide in-depth knowledge of a particular topic).

101 INTRODUCTION TO MASS COMMUNICATION Fall and Spring

The course focuses on the historical, social, legal and economic aspects of mass communication; the current practices and responsibilities of the mass media; the role of newspapers, magazines, radio, television, film and other media; and the impact of mass media in world affairs.

*Juniors and seniors require consent of instructor.
Three class hours each week. Three credits.*

201 NEWSWRITING Fall

The course involves instruction and practice in written communication of factual material under direct supervision of the instructor. The emphasis is on preparing copy for newspaper publication.

Preference is given to students in the journalism concentration.

One class hour, two two-hour lab sessions each week. Lab fee: \$20. Three credits.

203 REPORTING Spring

The emphasis is on the gathering of news and interviewing with some field work in the community. Students are expected to prepare articles for publication.

Prerequisite: Grade of "C" or better in Journalism 201.

One class hour, two two-hour lab sessions each week. Three credits.

213 LAW OF THE PRESS Spring

The course covers the law in its relationship to the press with emphasis on such topics as freedom of the press, libel, privileged information and the right of privacy.

Prerequisite: Sophomore standing.

Three class hours each week. Three credits.

301 MASS COMMUNICATION AND SOCIETY Spring

The course examines the relationship between mass communication and society; the structure, function and role of the media; evaluations of media performance; and suggestions for change.

Three class hours each week. Three credits.

303 PHOTOJOURNALISM Fall and Spring

The course deals with basic photographic techniques with emphasis on press photography, darkroom processing of black-and-white photographs, picture editing and photographic essay planning and execution.

Prerequisite: Permission of Instructor.

One-hour lecture and three-hour lab sessions each week. Lab fee: \$45. Three credits.

311 HISTORY OF AMERICAN JOURNALISM Fall

The course looks at the evolution of the mass media in the United States in the context of political, social and economic change.

Prerequisite: Junior standing or permission of instructor.

Three class hours each week. Three credits.

313 INTERNATIONAL COMMUNICATIONS AND THE FOREIGN PRESS Spring

The focus of this course is on world communications systems, including newsgathering agencies; the role of foreign correspondents; the foreign press; and the factors determining the flow of world news.

Prerequisite: Junior standing.

Three class hours each week. Three credits.

315 NEWSPAPER EDITING Fall

The emphasis in this course is on editing articles intended for newspaper publication, headline writing and newspaper layout techniques.

Prerequisite: Journalism 203.

Four class hours each week. Three credits.

317 GRAPHICS OF THE PRINT MEDIA Spring

Featured are the principles of typographic design and display; the appropriate use of type; an introduction to basic graphic arts processes, copy fitting and estimating, and practice in modern newspaper design.

Prerequisite: Junior standing and permission of instructor.

Three class hours each week. Three credits.

319 SPECIAL TOPICS IN JOURNALISM AND MASS COMMUNICATION Fall and Spring

The content of this course varies with the topic being studied. Some of the possible topics are precision journalism, creative non-fiction writing, persuasion techniques, censorship of the media and colonial journalism. The course may be repeated after a change of content with the approval of the department chairman.

Prerequisite: Permission of instructor.

Meeting times vary with the content. One to three credits.

405 PRINCIPLES OF ADVERTISING (Same as Business 405) Spring

The course involves a broad study of advertising, including its planning, creation and use. All media operations are reviewed and students are lead through as much practical application as possible.

Prerequisite: Permission of instructor.

Three class hours each week. Three credits.

407 REPORTING OF PUBLIC AFFAIRS *Fall*
The purpose of this course is to provide advanced training and practice in conveying information of public concern. The focus is on issue-oriented material, and in-depth study as well as in-depth reporting are required.

Prerequisites: Journalism 203 and 213; a grade of "C" or better in 203.

Three class hours each week. Three credits.

409 FEATURE WRITING *Spring*
The techniques of preparing special articles for newspapers and magazines are examined. Students are expected to write several such articles during the course of the semester.

Prerequisite: Permission of instructor.

Three class hours each week. Three credits.

415 PUBLIC RELATIONS *Fall and Spring*
The principles and practice of public relations in industry, business, education, government and military services are covered in this course. The course also focuses on public relations functions and an analysis of relationships with various groups, such as press representatives, employees, stockholders and consumers.

Prerequisite: Senior standing or consent of instructor.

Three class hours each week. Three credits.

499 (299 & 399) INDEPENDENT STUDY *Fall or Spring*
This offering permits the student to gain academic credit for work done outside of regularly scheduled courses. The work may be in the area of research, fieldwork or special internship programs. A plan of study must be submitted and approved prior to enrollment.

Prerequisites: Twelve hours of earned credits in journalism.

Permission of instructor, department chairman and vice president for academic affairs.

Meeting times by arrangement. Variable credits.

DEPARTMENT OF MATHEMATICS

Professor Warren G. Sparks, Chairman; Naramore, Preston.

The basic courses in Mathematics are designed to give an adequate foundation to students who intend to concentrate in Biology, Chemistry, Physics and Mathematics. The program of concentration in Mathematics has the objective of providing students with a sufficient background of theory and practice so that they may be prepared to use mathematics as an end in itself (e.g., in teaching, research) or for the purpose of establishing a career in industry, statistical work, civil service, et cetera.

Required of concentrators: Computing Science 101, Mathematics 102, 105-107, 201-203, 205, 303, 307, 309, 401-403, 405, 410 and at least one additional course in mathematics at the 300 level.

101 FINITE MATHEMATICS *Fall*
This course is designed as an introduction to concepts of modern mathematics. By including applications to the biological and social sciences, it thus provides a point of view, other than that given by physics, concerning the possible uses of mathematics. Among the topics considered are symbolic logic, sets, probability theory, vectors and matrices, and theory of games. Non-concentrators only.

Three class hours each week. Three credits

102 ELEMENTARY STATISTICS *Fall*
Nature of statistical methods, description of sample data, probability, probability distributions, sampling, estimation, hypotheses testing, correlation and regression.

Three class hours each week. Three credits.

103 INTRODUCTION TO CALCULUS *Spring*
Topics in analytic geometry, derivatives and their applications, integration, applications of the definite integral. Credit will not be given for both Ma 103 and Ma 105.

Prerequisite: Intermediate algebra and trigonometry.
Three class hours each week. Three credits.

105-107 ANALYTIC GEOMETRY AND CALCULUS I *Two semesters*
Properties of real numbers, topics in analytical trigonometry, plane analytic geometry, derivatives and their application, integration and applications of the definite integral. Designed for Mathematics, Physics and Chemistry concentrators.

Prerequisites: Intermediate algebra and trigonometry; for second semester successful completion of first semester.

Three class hours each week. Three credits each semester.

201-203 ANALYTIC GEOMETRY AND CALCULUS II *Two semesters*
Continuation of Mathematics 105-107. Transcendental functions, methods of integration, hyperbolic functions, polar coordinates, vectors and parametric equations, solid analytic geometry and vectors, partial differentiation, multiple integrals, infinite sets.

Prerequisites: Mathematics 105-107.

Three class hours each week. Three credits each semester.

205 PROBABILITY AND INTRODUCTORY MATHEMATICAL STATISTICS *Fall*
This course introduces the student to the basic concepts, principles and methods of mathematical statistics and their applications. A course in elementary calculus is a sufficient prerequisite and no prior acquaintance with probability or statistics is assumed. The course is divided into three parts: descriptive statistics, probability theory, and statistical inference.

Prerequisites: Mathematics 103 or 107.

Three class hours each week. Three credits.

303 DIFFERENTIAL EQUATIONS *Fall*
Meaning of differential equations, types, applications of differential equations of the first order, linear differential equations with constant coefficients, applications of linear differential equations of the second order, approximate solutions, series solutions, Laplace transforms.

Three class hours each week. Three credits.

304 HISTORY OF MATHEMATICS Spring

This is a problem study approach to the history of mathematics aimed at making student participation in the course something more than the usual carrying out of reading assignments capped with a term paper. The treatment is restricted to "elementary" mathematics, that is mathematics through the beginnings of calculus. Among the topics considered: Number systems, Babylonian and Egyptian mathematics, Pythagorean mathematics, duplication, trisection and quadrature, Euclid's Elements, Hindu-Arabian mathematics, and dawn of modern mathematics.

*Prerequisites: At least one year of calculus.
Three class hours each week. Three credits.*

305 NUMERICAL ANALYSIS Spring

Includes power series calculation of functions; roots of equations; nonlinear simultaneous equations; matrices, determinants, and linear simultaneous equations; numerical integration; numerical solution of ordinary differential equations; interpolation and curve fitting.

Prerequisites: Mathematics 303, Computing Science 101, or equivalent.

Three class hours each week. Three credits.

307 INTRODUCTION TO MODERN ALGEBRA Spring

This course is designed for the undergraduate who has had two years of college mathematics, including calculus. It will introduce some of the simpler algebraic concepts so much a part of the mathematics of today. Number systems, groups, rings, and field will be among the topics considered.

Three class hours each week. Three credits.

309 ELEMENTS OF LINEAR ALGEBRA Fall

Engineering, the sciences, and the social sciences today are becoming more analytically oriented; that is, more mathematical in flavor, and the mere ability to manipulate matrices is no longer adequate. Linear algebra affords an excellent opportunity to develop a capability for handling abstract concepts. Topics covered include solution of systems of linear equations, matrices, vectors and vector spaces, inner products, linear transformations, determinants, eigenvalues and eigenvectors.

Three class hours each week. Three credits.

311 MATHEMATICS OF STATISTICS I Not offered in 1980-81

This course builds upon Mathematics 205 and is concerned with the following topics: quality control and acceptance sampling, tests for distribution functions, analysis of variance, pairs of measurements, regression analysis, correlation analysis, errors of measurement, nonparametric methods, and decision functions.

Prerequisite: Mathematics 205.

Three class hours each week. Three credits.

313 MATHEMATICS OF STATISTICS II Not offered in 1980-81

This course will emphasize sampling surveys. Among topics considered will be basic concepts of sampling, stratified sampling, stratification techniques, cluster sampling and sub-sampling.

Prerequisite: Mathematics 311.

Three class hours each week. Three credits.

317 APPLIED MATHEMATICS Not offered 1980-81

The course covers series methods of function representation, and solutions of ordinary and partial differential equations. Vector methods as used by the sciences are also covered, particularly the use of differential operators on scalar and vector functions. Applied matrix algebra and calculus of variations are also discussed.

Prerequisite: Mathematics 303 or equivalent.

Three class hours each week. Three credits.

401-403 ADVANCED CALCULUS Two semesters

A study of sequences and series, functions of a real variable, functions of several variables, vectors, the definite integral, improper integrals, line integrals, multiple integrals, and uniform convergence.

Three class hours each week. Three credits each semester.

405 COMPLEX VARIABLES Spring

The course covers complex numbers, elementary functions, the mapping of elementary functions, integrals, power series, residues and poles, and conformal mapping.

Three class hours each week. Three credits.

410 SENIOR SEMINAR Fall

Through supervised presentations of problems, derivations, and proofs, the students are guided to re-evaluate their experience in mathematics. For the first half semester the topics are drawn from some branch of mathematics that reaches broadly into others. In the remaining half semester more extensive lectures are presented by the students on more diverse topics.

Three credits.

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

Dr. Anne McConnell, Chairperson; Delaney, Languasco, D. Miller, J. Miller, Poirier, Pomar, Quiroz, Rupright.

It is generally recognized that the liberally educated should have proficiency in a modern language other than their own. It is also true that the knowledge of languages other than English is helpful in many careers.

Satisfactory completion of a modern language at the 203-205 level, or its equivalent, is required of all concentrators in American Studies, History, Philosophy, and Political Science.

The Department welcomes all qualified students to its courses, and offers a variety of general interest courses taught in English.

A program of concentration is offered in French Studies and Spanish Studies. The aim of these two programs is to provide as thorough a mastery as possible of the languages of these two world influences as well as a firm acquaintanceship with their literatures and cultures.

To complete either concentration students must pass, in the appropriate language, the courses numbered 305-307 and 310, and must earn at least 18 additional credits in courses taught in the language of concentration at the 300 or 400 level.

Successful completion of the first semester is prerequisite for continuance in, or admission to, any second semester language course. A laboratory of one hour per week is required in all 103-105, 203-205 courses.

In addition to French and Spanish the Department offers language and literature courses in German and Russian, as well as language courses in Italian.

Courses in Commercial French, Spanish and Russian are offered in two year sequences. Business concentrators are encouraged to enroll.

The Department of Modern Languages encourages students to spend some time overseas during their course of study, and provides aid in choosing the appropriate program. Language students may also take advantage of opportunities to converse with international students, and to participate in productions of plays in French and Spanish.

The following course listings are for the biennium 1980-81 and 1981-82.

These courses are open to *all qualified students*.

FRENCH

103-105 INTRODUCTION TO FRENCH

Two semesters

Essentials of French. An introductory course for beginners or students with limited preparation. Designed to develop proficiency in French conversation, reading and grammar. One section of French 103-105 is an intensive course in Commercial French.

*Three class hours and a laboratory each week.
Three credits each semester.*

203-205 INTERMEDIATE FRENCH

Two semesters

Intermediate conversation, reading, and grammar. One section of French 203-205 is an intensive course in Advanced Commercial French.

*Three class hours and a laboratory each week.
Three credits each semester.*

233 FRANCO-AMERICAN CULTURE AND CIVILIZATION

Spring

Although the French have played an important role in North America historically and culturally, most Americans are unaware of this aspect of their history; and of the continuing existence of a large and thriving French culture in North America. The course will be taught from a historical, cultural, and literary point of view, and will include meetings with French Americans from this region, guest lecturers, and presentations of folk arts.

*Three class hours each week. Three credits.
In English.*

305-307 ADVANCED COMPOSITION

Two semesters

The first semester (305) combines a review of areas of grammar essential to composition and a study of more advanced grammar, with a development of the elements of written expression from the sentence and paragraph to the short essay and composition.

The second semester (307) builds on the foundation of 305, developing skills in areas such as the longer essay, expository writing, articles, and creative writing, as well as the analysis of examples of these forms of expression.

Required of concentrators.

Three class hours each week. Three credits each semester.

310 IMMERSION LANGUAGE PROGRAM

Two semesters

Students meet five times per week for two hours per day. The course is one of total immersion in all forms of oral expression.

Required of concentrators. Given each year.

Ten hours each week. Six credits each semester.

315 INTRODUCTION TO FRENCH LITERATURE

Fall

Designed to provide a framework for literary studies, this course emphasizes the history and development of French Literature through the ages. Students will read and discuss excerpts and short works from the great periods of French Literature, as well as selected complete works.

*Three class hours each week. Three credits.
In French.*

317 FRENCH POETRY AS GENRE

Not offered in 1980-81

This course is designed as an exploration of poetry, leading to an appreciation of its uniqueness. The course will discuss what makes poetry different from other literary forms, and will provide the student with a better understanding of poetry, and with the tools of poetic analysis.

*Three class hours each week. Three credits.
In French.*



319 FRENCH THEATRE AS GENRE

Not offered in 1980-81

Using a generic rather than an historical approach, this course will explore works chosen from the rich body of French farce, tragedy, comedy and drama. Discussion will center on the unique qualities of this form, as well as the difficulties of reading a work intended to be presented on the stage. Students will have the opportunity to participate in a theatrical presentation of one of the plays, and/or see a performance in Montreal.

*Three class hours each week. Three credits.
In French.*

323 ROMANCE LINGUISTICS

Spring

A brief survey of the development of the major Romance languages from Latin will illustrate the primary forces operative in the evolutions of these languages. We will then dwell on the present day characteristics, and on the contrasts and similarities. On this basis, time permitting, we may indulge in some speculation as to what changes are recently being incubated, and how these languages may alter in the coming millennium.

*Three class hours each week. Three credits.
In English.*

333 FRANCO-AMERICAN LITERATURE

Not offered in 1980-81

A study of the development of the literary expression in French, in North America. The course will include a historical survey of early works and themes, and the development of a truly "American" style, and will focus on the burgeoning contemporary movements in the novel, drama, poetry, and the cinema, and on recent efforts to document oral and folk literature.

*Three class hours each week. Three credits.
In French.*

341 FRENCH COMEDY

Fall

This course is designed to treat the student to the delights of gallic humor and joie de vivre through representative high-caliber comedies from Moliere to Ionesco.

*Three class hours each week. Three credits.
In French.*

367 THE FRENCH AND THE ENLIGHTENMENT

Fall

Literally, how the French "thought up" the most sweeping political, social and intellectual revolution before those in Russia and China. The course tackles Voltaire, Rousseau, Diderot and other "lights" right up through the Marquis de Sade.

Lecture and discussion course.

*Three class hours each week. Three credits.
In English.*

415 READINGS IN NINETEENTH CENTURY FICTION

Not offered in 1980-81

Creative prose in this age has a fecundity and genius unknown before and unmatched since. Balzac, Flaubert, de Maupassant, Huysman, reflect an image of man ill at ease with himself and his times, but no less vital for that.

*Three class hours each week. Three credits.
In French.*

421 READINGS IN TWENTIETH CENTURY FICTION

Spring

The creative writers of this century seek answers for a weary world no longer seen as sane. The answers sought reach all the way from action to the absurd. Introduced by Gide and Proust, the theme is then taken up by Malraux, Sartre, Camus, and Vian, and selected black writers.

*Three class hours each week. Three credits.
In French.*

423 AD HOC SEMINAR IN FRENCH LITERATURE

Spring

Subject matter for the seminar will be chosen by the instructor assigned to teach the course. Topics could treat a specific author (such as Moliere, Rabelais or Baudelaire), a movement or school (romanticism, theatre of the absurd), or a cultural, historical or philosophical movement of literary importance.

*Three class hours each week. Three credits.
In French.*

SPANISH

103-105 INTRODUCTION TO SPANISH

Two semesters

Essentials of Spanish. An introductory course for beginners or students with limited preparation. Designed to develop proficiency in Spanish conversation, reading, and grammar. One section of Spanish 103-105 is an intensive course in Commercial Spanish.

*Three class hours and a laboratory each week.
Three credits each semester.*

203-205 INTERMEDIATE SPANISH

Two semesters

Intermediate conversation, grammar, and reading. Essentials of Spanish civilization. One section of Spanish 203-205 is an intensive course in Advanced Commercial Spanish.

*Three class hours and a laboratory each week.
Three credits each semester.*

305-307 ADVANCED COMPOSITION

Two semesters

The first semester (305) deals with the elements of written expression, from the word through the paragraph to the whole composition. Regular written assignments provide ample opportunity to develop clear, correct and effective written Spanish. The semester culminates in the use of these skills within the context of the essay or composition.

The second semester (307) continues from this point with the writing and analysis of compositions, broadening the scope to examine and practice various types and purposes of written expression.

Required of concentrators. Given each year.

Three class hours each week. Three credits each semester.

310 IMMERSION LANGUAGE PROGRAM

Two semesters

Students meet five times per week for two hours per day. The course is one of total immersion in all forms of oral expression.

Open to all, required of concentrators. Given each year.

Eight to ten hours each week. Six credits each semester.

313 LATIN AMERICAN CIVILIZATION

Not offered in 1980-81

An exploration of Latin America and its cultures, from the times of the Aztec, Inca and Maya civilizations through the conquests by Europeans and the colonial era, into modern times.

*Three class hours each week. Three credits.
In English, open to all, Freshmen included.*

315 BRAZILIAN LITERATURE IN TRANSLATION

Not offered in 1980-81

A sampling of a literature that, geographically, is Latin American but which language (Portuguese) often drives to the background. Selections will be mainly prose, and will encourage the exploration of a variety of Brazilian themes.

*Three class hours each week. Three credits.
In English, open to all, Freshmen included.*

321 HISPANIC CULTURE IN THE UNITED STATES

Fall

An exploration of an aspect of the United States whose existence and nature is often insufficiently recognized: very nearly our largest minority, our fellow-citizens of Hispanic origin and culture. The approach is historical, cultural and literary.

Three class hours each week. Three credits.
In English, open to all, Freshmen included.

323 ROMANCE LINGUISTICS

Spring

An introduction to the science of linguistics, and a study of the development of the major Romance languages from Latin, of their present-day characteristics, and of their differences and similarities.

Three class hours each week. Three credits.
In English.

COURSES IN LATIN AMERICAN LITERATURE

Four one-semester courses in Latin American literature are offered each biennium, each focusing on one of the genres: short story, poetry, theatre, and novel. The core readings in each course are presented in the context of the genre's characteristics and development; thus, considered together, these courses are complementary and develop an awareness of the movements and progression of Latin American literature as a whole. They may, however, be taken in any sequence, or separately.

325 THE SHORT STORY

Not offered in 1980-81

A study of the development of the short story from its earliest manifestations through its rise to an important literary form in Latin America during the 19th century, this course offers analysis of stories by some of the best known twentieth century writers; Quiroga, Borges, Cortazar, Garcia, Marquez.

Three class hours each week. Three credits.
In Spanish.

327 APPROACHES TO POETRY

Not offered in 1980-81

An introduction to poetry, and training in techniques of interpretation, intended to guide the novice to the understanding and enjoyment of this mode of expression which, though sometimes feared or misunderstood, is as close and accessible to each of us as the song of the heart and the dance of the imagination.

Three class hours each week. Three credits.
In Spanish.

331 THE THEATER

Fall

This course traces the development of drama in Latin America from the traditional Spanish forms employed during colonial times to the present. We will learn the methods used in analyzing plays as literature representative of the historical circumstances in which they were written. The course will also include the actual dramatization of scenes from the plays studied in class, in order to emphasize the uniqueness of, and the special problems involved in the study of this genre.

Three class hours each week. Three credits each semester.
In Spanish.

333 THE NOVEL

Spring

Some of the most innovative novelists of contemporary times are Latin Americans. In this course we will read several of the best novels of a few of the finest authors. In addition to revealing to us some of the major concerns of the Latin American spirit, these works will exemplify the high level of literary craftsmanship in which Latin America presently glories.

Three class hours each week. Three credits each semester.
In Spanish.

COURSES IN SPANISH LITERATURE

413 LITERATURE OF THE GOLDEN AGE— PART I: THE THEATER

Not offered in 1980-81

Spain's grandeur in the arts reached its culmination in the 17th century and is reflected in the drama—the outstanding literary genre of Spain in this period. Well-known works of Lope de Vega, Tirso de Molina, Guillen de Castro, Ruiz de Alarcon and Calderon de la Barca will be read and analyzed in the light of the cultural setting of the times. Emphasis will be given to the creation and development of the Spanish national theater and its relationship to the aesthetics, politics, and religion of the period.

Three class hours each week. Three credits.
In Spanish.

421 THE GENERATION OF '98

Not offered in 1980-81

The Spanish American War of 1898 left a deep impact in the economic, social and intellectual life of Spain, the childless Mother country. Renowned authors such as Unamuno, Gaiet Perez de Ayala, Valle Inclan, Axorin, Machado and Baroja dealt with the aftermath of this war. Each one of these writers, in his individual approach to the problems of Spain, expressed his thoughts and concerns in a unique and genuine way. The result was a varied and self-inspiring literary group known as "The Generation of '98."

Three class hours each week. Three credits.
In Spanish.

441 THE SPANISH NOVEL AFTER THE CIVIL WAR

Fall

The crippling effects of the Spanish Civil War (1936-1939) can easily be felt in the literary creations that followed it. The political ideologies of the writers and the location of them during this period add different points of view to the portrayal of this war. The militant writers, the observers, and those who were in exile gave a personal account of this human tragedy. In all cases, what permeates their writings is the sad legacy of war. The course will pay special attention to this multiplicity of points of view in presenting this war and its aftermath.

Three class hours each week. Three credits.
In Spanish.

443 MIGUEL DE CERVANTES

Spring

Miguel de Cervantes, the acknowledged Father of the Modern Novel, lets Don Quijote and Sancho walk out of the pages of his masterpiece and allows them to form part of the human race. In their new dimension, the main characters of the book, *Don Quijote*, become extraordinary citizens of the world. They act and react like no other men. Yet, there is so much humanity in them that no one can escape from identifying himself with them. This course will emphasize the universal and everlasting values stressed in the book which made Don Quijote and Sancho more familiar figures than the author, Cervantes.

Three class hours each week. Three credits.
In Spanish.

GERMAN

103-105 INTRODUCTION TO GERMAN

Two semesters

A course designed to develop proficiency in German grammar and conversation.

Three class hours and a laboratory each week. Three credits each semester.

107-109 SCIENTIFIC GERMAN *Two semesters*

Limited to concentrators in the sciences or mathematics. High school German is not a prerequisite.

Three class hours each week. Three credits each semester.

203-205 INTERMEDIATE GERMAN

Not offered in 1980-81

Advanced conversation and reading.

Three class hours and a laboratory each week. Three credits each semester.

309 SURVEY OF GERMAN LITERATURE

Not offered in 1980-81

A course conducted in English to examine representative works in the novel, drama, and lyric poetry in English translation from Romanticism to Expressionism. To include among others, Hesse, Kafka, Mann and Brecht.

Three class hours each week. Three credits each semester.

ITALIAN

103-105 INTRODUCTION TO ITALIAN

Two semesters

Essentials of Italian. An introductory course for beginners or students with limited preparation. Designed to develop proficiency in speaking, reading and writing Italian.

Three class hours and a laboratory each week. Three credits each semester.

203-205 INTERMEDIATE ITALIAN

Not offered in 1980-81

Intermediate conversation and reading.

Three class hours and a laboratory each week. Three credits each semester.

309 FINE ARTS IN ITALY

Not offered in 1980-81

Major contributions of Italy to music, theatre, opera, and the cinema within the framework of historical and cultural developments from Goldoni to Fellino.

Discussion of representative works.

No prerequisite. No language requirement.

Three class hours each week. Three credits.

In English.

311 SURVEY OF ITALIAN LITERATURE

Not offered in 1980-81

Main trends and major writers of Italian Literature from Boccaccio to Moravia. This course is intended to give students an insight into the main trends of the Italian Literary Tradition. Readings of representative works and group discussion.

Three class hours each week. Three credits. In English.

RUSSIAN

103-105 INTRODUCTION TO RUSSIAN

Two semesters

A course designed to develop proficiency in Russian conversation, reading and grammar.

Three class hours and a laboratory each week. Three credits each semester.

107-109 ELEMENTARY SCIENTIFIC AND COMMERCIAL RUSSIAN

Fall

This course prepares students in the physical or biological sciences and economics to read material in their fields.

Three class hours each week. Three credits each semester.

203-205 INTERMEDIATE RUSSIAN

Two semesters

A course designed to develop proficiency in Russian conversation and reading. It incorporates the study of Russian civilization and contributions to world civilization.

Three class hours and a laboratory each week. Three credits each semester.

309 SURVEY OF RUSSIAN LITERATURE

Fall

Survey of Russian literature in translation through literary masterpieces of the nineteenth and twentieth centuries. Fundamental to this course is its aim to present in depth the literature of Russia, its ideological ties with the West and the different forces which have shaped it and given it its unique character. It includes the works of Gogol, Tolstoy, Dostoevsky, Sholokhov, Pasternak and Solzhenitsyn.

Three class hours each week. Three credits.

313 RUSSIAN CULTURE AND CIVILIZATION

Spring

This course surveys Russian culture and civilization from the Ninth Century to the Revolution of 1917. Students are introduced to the cultural tradition of Russia with special attention given to the fine arts, to religion, philosophy and life style.

In English. Open to all.

Three class hours each week. Three credits.

DEPARTMENT OF PHILOSOPHY

Prof. Daniel F. MacDonald, Chairman; Case, Hannagan, Tumulty, Vanderweel, Zeno.

Philosophy has always been considered as that endeavor of the human person to escape from ignorance and to investigate the meaning of nature, of self, and of reality as a whole. Of course, philosophy is not alone in wanting to escape from ignorance; other disciplines, natural, social, and literary, share that desire. But philosophy attempts to take a broader view, and for over two millennia philosophers have sought the type of understanding which leads to wisdom. Their ideas have become the very roots of the great social, political, educational, economic, literary, and scientific movements of every age. Thus, philosophy includes as one of its tasks a consideration of the presuppositions of all academic disciplines, and this is why it is viewed as an essential component of a truly liberal education. Then, too, in a Christian context, philosophy cannot ignore the perspective it receives from faith, nor the part it can play in the understanding of God's revelation.

All students at Saint Michael's College are required to take two basic courses in philosophy to enable them to meet with these fundamental questions and to see how great thinkers of the past have responded to them. The first course serves to introduce the student to ways of thinking necessary to approach disciplined study of any kind. The second course then considers some of the basic problems themselves and the way in which some philosophers have confronted them.

For those students who wish to deepen their knowledge of the subject, several electives are offered to acquaint them with the history, development, methods, and content of the entire range of philosophy.

Required of all students: Philosophy 101 and 103. These courses are also prerequisites to all other courses in philosophy.

Required of concentrators: Philosophy 101, 103, 203, 401-403, 410, and four courses in the history of philosophy, i.e., 301, 303, 305 and 307.

Concentrators are urged to fulfill their language requirement in French or German. Moreover, they are counseled to elect courses in mathematics and the natural sciences.

101 LOGIC *Fall and Spring*

The aim of the course in Logic is to develop and sharpen the student's ability to recognize and evaluate the types of explanations and arguments that can be found in everyday discourse and in the written and oral presentations of various academic disciplines.

Three class hours each week. Three credits.

103 INTRODUCTION TO PHILOSOPHICAL PROBLEMS *Fall and Spring*

This course examines the nature and value of philosophical inquiry, exemplified by such topics as: the nature of man, values, and God.

Three class hours each week. Three credits.

201 PHILOSOPHY OF MAN *Fall*

This course presents a philosophical study of human nature, considering such topics as: man and his body, knowledge, desire, choice and action, the emotions, and freedom of choice.

Three class hours each week. Three credits.

203 ETHICS *Fall and Spring*

This course examines the criteria for discovering, judging, and living a moral life. Consideration is given to the contributions which the great philosophers have made to the questions of norms, values, and the meaning and nature of ethical discourse.

Three class hours each week. Three credits.

205 PROBLEMS IN ETHICS *Spring*

This course applies the criteria and theory analyzed in Philosophy 203 to contemporary moral problems, and/or pursues to a more advanced level some of the theoretical problems discussed in that course.

Prerequisite: Philosophy 203.

Three class hours each week. Three credits.

207 PHILOSOPHY OF LAW *Every third year*

An introduction to the reasons behind the meaning of law and the various forms of law: civil, natural, and divine. It is concerned with the problem of the evolution of law, when laws are legitimate, and the relationship between morality and law.

Three class hours each week. Three credits.

209 PHILOSOPHY OF LOVE *Every third year*

This course is a philosophical examination of the experience of love. It seeks understanding of the various elements and dimensions of the reality of love and seeks to order all of them for a synthetic grasp of the whole meaning and worth of different types of love. Major thinkers will be consulted and the students themselves shall have the opportunity to prepare and present papers in areas of their own selection.

Three class hours each week. Three credits.

211 PHILOSOPHY OF FREEDOM

Every third year

A philosophical examination of the purpose and nature of human freedom. Various types of freedom will be investigated. The problems of free choice will be studied against the historical background of those who claim that free choice is absurd or impossible. The value and limits of freedom will be measured in terms of the goal and dignity of human life and man's relation to God.

Three class hours each week. Three credits.

213 PHILOSOPHY OF SOCIETY

Every third year

An examination of human society concentrating on the distinct methodology of social and political philosophy. The course concentrates on the finality of the social order (Common Good), the social nature of persons, justice and friendship, civil authority, the family, community of nations, and problems of church and state.

Three class hours each week. Three credits.

215 PHILOSOPHY OF ART *Every third year*

This course considers the meaning of a philosophical approach to the whole range of making. This includes an investigation of what productive action is, the nature of artistic knowledge, the reality of artifacts, the definition of beauty, and differences between fine and useful arts.

Three class hours each week. Three credits.

217 PHILOSOPHY OF HISTORY

Every third year

An introduction to ancient, medieval, modern and contemporary philosophical approaches to history, centering on the question of whether or not history is a science.

Three class hours each week. Three credits.

219 PHILOSOPHY OF SCIENCE

Alternate years

An examination of the changing emphases in science and science education; science as inquiry; the place of explanation, definition, and observation; the goals of science education as a humanistic experience and a contribution to human understanding of the physical world. Students are urged to take Humanities 317-319 before this course.

Three class hours each week. Three credits.

223 PROBLEMS IN LOGIC *Spring*

A study of selected topics in Aristotelian logic, with an emphasis on demonstrative and dialectical argumentation. Some passages in Aristotle's *Analytics* and *Topics* will be studied closely.

Three class hours each week. Three credits.

225 PHILOSOPHY OF RELIGION

Alternate years

This course consists of a reflection on the nature of religious activity and on the question of whether it is reasonable to engage in this activity. Thus, the nature of faith and the intellectual approaches to God will be the two general areas of investigation. The purpose of the course is to allow the student to use rigorous philosophical tools in order to pose the central religious questions in a clear and precise way, and to begin working out answers to these questions at a level of sophistication befitting a college student.

Three class hours each week. Three credits.

301 ANCIENT GREEK PHILOSOPHY *Fall*

A study of the principal figures of, and their contributions to, early Greek Philosophy, from the sixth to the third centuries, B.C. A brief consideration of the period from Thales to Socrates leads to a more detailed study of Plato and Aristotle.

Three class hours each week. Three credits.

303 MEDIEVAL PHILOSOPHY *Spring*

A study of the major thinkers of Christianity, Judaism, and Islam, and their attempts to utilize Greek categories in order to understand the world, themselves, and God. This historical period ranges from the fourth to the fourteenth centuries, and studies such figures as Augustine, Anselm, Averroes, Maimonides, and Thomas Aquinas.

Three class hours each week. Three credits.

305 PHILOSOPHY IN THE SEVENTEENTH AND EIGHTEENTH CENTURIES *Fall*

This course considers the development of philosophical thought from the Renaissance through the eighteenth century. Class readings and discussion center around such major figures as Descartes, Spinoza, Locke, and Hume.

Three class hours each week. Three credits.

307 NINETEENTH CENTURY PHILOSOPHY *Fall*

This course considers the development of philosophic thought from the late eighteenth through the nineteenth centuries. Class readings and discussions center around such major figures as Kant, Hegel, Mill, Nietzsche, and Bergson.

Three class hours each week. Three credits.

309 CONTEMPORARY PHILOSOPHY *Spring*

This course considers major philosophic trends since the start of this century. Class readings and discussions center around such major figures as Husserl, Russell, Heidegger, Moore, and Sartre.

Three class hours each week. Three credits.

311 PLATO *Alternate years*

Class periods are devoted to the examination of selected dialogues of Plato, including the *Euthyphro*, *Laches*, *Gorgias*, *Meno*, *Phaedo*, *Republic* (in part), and the *Phaedrus*. In addition, students are required to study at least three other dialogues on their own, and become acquainted with the important critical literature.

Three class hours each week. Three credits.

313 ARISTOTLE *Alternate years*

An analytical study of selected passages from some of Aristotle's major writings exclusive of his ethical, political, and logical works, including the *Parts of Animals*, *Physics*, *De Anima*, and *Metaphysics*.

Three class hours each week. Three credits.

315 ARISTOTLE'S POLITICS *Alternate years*

A reading of Aristotle's *Politics*, and a comparison of his political thought with that of such men as Aquinas, Machiavelli, Hobbes, and de Tocqueville.

Three class hours each week. Three credits.

317 THOMAS AQUINAS *Fall*

An introduction to the writings of Thomas Aquinas. The course will include a consideration of the different genres in the *Tomistic corpus* as well as a close analysis of selected passages which contain some of the important teachings of Aquinas.

Three class hours each week. Three credits.

319 MARX AND MARXISM *Alternate years*

A study of the philosophy of Karl Marx, including a consideration of its sources in such men as Hegel and Feuerbach, and its systematization by Engels and Lenin. The course is completed by an examination of present-day philosophies of Marxist inspiration.

Three class hours each week. Three credits.

321 EXISTENTIALISM *Alternate years*

This course will consider representative figures of theistic and non-theistic philosophical existentialism, such as Marcel and Sartre, Buber and Heidegger, Scheler and Jaspers.

Three class hours each week. Three credits.

323 AMERICAN PHILOSOPHY *Spring*

Depending on the background of the students, this course will be either an historical survey of significant American thinkers from Jonathan Edwards to John Dewey, or a concentrated study of selected American Philosophers.

Three class hours each week. Three credits.

401-403 METAPHYSICS *Two semesters*

This course considers the ultimate principles and the common characteristics of reality as well as the presuppositions and methods necessary for a philosophical treatment of such topics.

Three class hours each week. Three credits.

410 SENIOR SEMINAR IN PHILOSOPHY *Two semesters*

The senior coordinating seminar, both by reading and discussion, centers on a chosen topic—one specific philosophical area, problem, and/or thinker, and examines it in the light of the conceptual and historical currents which contribute to it. This course is a partial preparation for the Senior Comprehensive Examination which is given each spring.

Three class hours each week. Three credits.



DEPARTMENT OF PHYSICS

Dr. Dominique Casavant, Chairman; Foley, Evans, Ross.

Physics concerns itself with the deduction and establishment of the principles which underlie the observable phenomena of the physical universe. For students whose curiosity about physical phenomena guides them to a career in physics, the Physics Department offers courses to prepare them for graduate school, teaching, or industry. Other students interested in science will find that courses offered above the elementary level enrich erudition in their own concentrations.

Mathematics is the language of logic and physics. Students must have a mathematical ability commensurate with the physics content of the course if they expect to master the material. Students who plan to attend graduate school should bear in mind that familiarity with a foreign language may be required.

Required of concentrators: Physics 210-212, 301-303, 307, 309, 313, 401, 405-407, 410. Also Chemistry 105, 109, and Mathematics 105-107, 201, 203. Mathematics 303 and 317 are strongly recommended.

101 ASTRONOMY

Fall and Spring

Astronomy is the oldest of the Physical Sciences and one of the most influential in the cultures of man. The course considers historical astronomy, astronomers' tools, the solar system, stars, galaxies, cosmology.

Not open to those who have taken Physics 105.

Credit may not be earned for both Physics 101 and 105.

Three class hours each week. Three credits.

103 ACOUSTICAL FOUNDATIONS OF MUSIC

Fall and Spring

The goal of this course is to present to non-science students an opportunity to see physical principles applied to an area which is considered to be essentially non-science. In large part it is qualitative, but there are laboratory exercises to provide the student with an opportunity to visualize what is being discussed, and there are field trips to familiarize the students with situations of bad and good acoustics in presently existing structures. The course is divided into four parts: the basic structures of the receivers of sound; the environment and transmission of sound; the production of musical sound.

May be used as science or fine arts credit but not both.

Three class hours each week. Three credits.

105 A PHYSICIST LOOKS AT NATURE

Fall and Spring

This course presents views of several aspects of the physical universe as seen by a physicist. Topics covered include astronomy and the history of the solar system and of the universe, the history of the earth, and a glimpse of how these histories were deduced.

Not open to those who have taken Physics 101.

Credit may not be earned for both Physics 101 and 105.

Three class hours each week. Three credits.

131 THE ENERGY CRISIS

Fall

The course is designed to make the student aware of the meaning of the present energy crisis. The course covers basic principles that lead to an accurate definition of energy as the scientists view it and to the laws of energy transformations. Using these laws, the course acquaints the students with the ecological significance of energy transformations, the political implications of centralized energy resources, the economic impact of technological changes shifting the importance of certain resources and the alternatives to the present energy resources.

Three class hours each week. Three credits.

151 ELECTRONICS

Fall

This course is designed to provide the non-science student with an introduction to the theory and operation of electronic devices and circuits. Topics covered include, but are not necessarily limited to the following: concepts of voltage, current and resistance, (including series and parallel combinations of resistances), analysis of single and multiloop DC circuits using Ohm's and Kirchoff's Laws; measurement techniques in simple AC and DC circuitry. Alternating current circuits with reactive elements which lead to concepts of impedance, capacitance, resonant frequency, phase angle and power factor are also considered. Finally, non-linear circuit elements such as the diode (thermionic and semiconductor) and solid-state devices are discussed as well as circuits containing active elements (transistors and vacuum tubes). The laboratory portion of the course includes not only analysis of the various circuits and devices described in class, but will also allow the student to gain practical knowledge in the use of tools and test equipment (multi-meter, signal generator, oscilloscope, etc.) and in the technique of soldering. As a part of the laboratory work, each student constructs a radio receiver, and thus gains familiarity with troubleshooting and maintenance techniques.

Note: If interest warrants, parts of this course can be designed to prepare a person for the FCC Second Class Radiotelephone Certificate, or the Novice and/or General Amateur Radio license.

Prerequisites: Knowledge of Algebra and Trigonometry. Those who have taken General Physics and/or Calculus are better prepared.

Three class hours and one laboratory each week. Four credits.

153 ELECTRONICS

Spring

This course is a continuation of Physics 151. Many of the topics introduced during the first semester, such as complex impedance, vacuum tube and transistor parameters, and "Q" of tuned circuits will be examined in greater detail. The design of practical electronic circuits will be emphasized. Topics such as frequency response and distortion in actual amplifier circuits, design considerations for high-frequency circuits, and methods for modulation and detection will be considered.

The mathematical treatment will be similar to that of the first semester, and the laboratory will be optional, although highly recommended.

Prerequisite: Physics 151 or Permission of Instructor. Three credits without lab; four credits with lab.

210-212 COLLEGE PHYSICS *Two semesters*

This course develops the concepts of physics with a mathematical sophistication to challenge students with an interest in the physical sciences. The catholicity of physics is emphasized in a study of mechanics, thermodynamics, electricity and magnetism, and modern physics.

Prerequisites: Mathematics 107, and successful completion of Physics 210 in order to take Physics 212.

Three class hours and one laboratory each week. Four credits each semester.

220-222 GENERAL PHYSICS *Two semesters*

Liberal Arts students will enjoy this rigorous survey course in physics. Topics covered include Newtonian dynamics, thermodynamics, kinetic theory, electricity and magnetism, optics and modern physics. Examples and problems are taken from all areas thus emphasizing the relation of physics to other sciences.

This course satisfies the requirement for medical and dental schools.

Prerequisites: A working knowledge of algebra, geometry, trigonometry, and basic calculus. Mathematics 101-103 or equivalent.

Three class hours and one laboratory each week. Four credits each semester.

301-303 INTRODUCTION TO MODERN PHYSICS *Two semesters*

A study of the recent developments in the field of physics. It includes some of the concepts of special relativity and quantum mechanics and applies these concepts, as well as the classical concepts, to atomic, nuclear, molecular, and crystal structure.

Prerequisites: Physics 210-212, Mathematics 201-203.

Three class hours each week. Four credits each semester.

307 MECHANICS *Not offered in 1980-81*

The object of this course is to familiarize the student with sophisticated tools to analyze motion, and to provide some insight into the agents of change in motion. The motion of particles and solids is studied with the intent of preparing the student to appreciate the application of the principles to the worlds of super-microscopic and of the sub-microscopic.

Prerequisites: Physics 210-212 or 220-222.

Three class hours each week. Three credits.

309 THERMODYNAMICS *Fall*

The laws of thermodynamics have the widest application of any laws in physics. This course familiarizes the student with these laws as they apply to systems in equilibrium. Heat transport mechanism, heat engines, the behavior of ideal and real gases are all examined in this course. Some applications of classical statistical mechanics are introduced.

Prerequisites: Physics 210-212, or 220-222.

Three class hours each week. Three credits.

310 SPECIAL TOPICS IN PHYSICS

Occasionally

This course will be offered when the need and demand for specialized instruction arises. May be repeated with the approval of the department.

Credit not to exceed four.

313 OPTICS *Not offered in 1980-81*

Leonardo da Vinci called optics "the paradise of the mathematicians." He was referring to ray optics, but the description is more apropos to physical optics. This course will reveal the physical and mathematical beauty of optics in its investigations of the wave nature of light. Other aspects of electromagnetic radiation and the beginnings of modern physics will be introduced.

Prerequisites: Physics 210-212 or 220-222.

Three class hours each week. Three credits.

401 ELECTRICITY AND MAGNETISM

Not offered in 1980-81

Electrostatic, magnetic and electromagnetic fields and their interaction with materials in different media are covered in this course. A.C. and D.C. circuits are discussed. The properties and characteristics of electrons are developed.

Prerequisites: Physics 210-212 or 220-222.

Three class hours each week. Three credits.

405-407 ADVANCED LABORATORY *Spring*

In this course, students will perform experimental work selected from mechanics, thermodynamics, electricity and magnetism, optics and modern physics. The laboratory will be conducted in a manner designed to introduce the student to independent research; thus, much of the design and set-up of the individual experiments will be left to the student. Opportunity will also be available for students to perform experimental work of their choosing if they have a special interest in one particular branch of physics. Use of shop facilities in constructing specialized equipment will be encouraged.

Prerequisites: Physics 307, 309, 313 and 401.

Co-requisite: Physics 301-303.

Two laboratory periods each week. Two credits each semester.

410 COORDINATING SEMINAR

Two semesters

Two class hours each week. Two credits each semester.

DEPARTMENT OF POLITICAL SCIENCE

Dr. George Olgyay, Chairman; Baker, Hughes, Kernstock, Wilson.

Political Science in the broadest sense is the study of governments and governing procedures—whether these "governments" are sovereign states, international entities, or sub-units of political cultures. Thus, political science has many facets.

Political scientists are interested in the origins of the preconditions for governments, the growth and evolution of governments, and the decline of governments. Political scientists are also interested in how governments are structured, how governments make decisions, as well as the content of the decisions and how governments solve societal conflicts. In addition, true to their oldest academic traditions, political scientists retain their concern with the fundamental question of how governments ought to be constituted.

The curriculum for concentrators has been designed to provide a familiarity with the full scope of the discipline both in substance and methodology. Concentrator requirements are as follows:

1. A total of 11 semester courses in political science to include the following courses: Political Science 101, 103, 201, 221, 301, 341, 410.
2. In order to insure some cross disciplinary work the department requires that four semester courses be taken from among the disciplines of humanities, history, sociology, psychology, business, and economics.
3. Because it is the judgment of the department that language skills are an essential part of a liberal education, the department requires two years of language study or passage of an equivalency examination. This requirement may be waived in individual cases by the department chairperson.
4. The department requires that each concentrator take English 101 or 105 (College Writing).

101 INTRODUCTION TO POLITICS

Fall and Spring

The objective of this course is to provide an introduction to political science as a field of knowledge and inquiry. Instructors are free to use their own methods of achieving this objective.

Sections A, B, C, and D are reserved for concentrators.

Three class hours each week. Three credits.

103 RESEARCH METHODS AND METHODOLOGY

Spring

This course seeks to familiarize the student with various methodological issues that shape current research in political science. The course will also explore some of the basic skills used by social scientists in gathering, analyzing and interpreting data.

Reserved for concentrators.

Three class hours each week. Three credits.

201 INTRODUCTION TO AMERICAN NATIONAL GOVERNMENT

Fall and Spring

A general introduction to the structure and processes that define American politics on the national level.

Reserved for American Studies and Political Science concentrators.

Three class hours each week. Three credits.

203 AMERICAN FOREIGN POLICY

Alternate years

An introduction to the nature, objectives, and practices of the foreign policy of the United States.

Three class hours each week. Three credits.

205 PUBLIC ADMINISTRATION

Alternate years

A study of the organization of American public bureaucracy and of its role in formulating and implementing public policy. Emphasis also on the governance of public agencies in the context of a constitutional democracy.

Three class hours each week. Three credits.

207 POLITICAL PARTIES AND PRESSURE GROUPS

Alternate years

A study of the policy-making process in American government; of public opinion, political parties, and pressure groups as agencies of policy formation.

Three class hours each week. Three credits.

211 FOREIGN POLICY OF THE U.S.S.R.

Alternate years

An analytical and historical survey of the development of the foreign policy of the Soviet Union since 1917.

Three class hours each week. Three credits.

221 INTERNATIONAL POLITICS

Spring

An introductory examination of international relations with primary focus on the political relationship between nations.

Reserved for concentrators or with instructor's permission.

Three class hours each week. Three credits.

223 GLOBAL POLITICS

Spring

This course will analyze the political implications of global problems of population/food disparity, natural resource scarcity, and war. Emphasis will be given to the political alternatives in restructuring the planet.

Three class hours each week. Three credits.

251 INTERGOVERNMENTAL RELATIONS

Alternate years

A study of the political, administrative, and fiscal dimensions of federal, state, and local inter-governmental relations in the United States, together with an assessment of their impact on policy formulation and implementation.

Three class hours each week. Three credits.

301 CONSTITUTIONAL LAW AND HISTORY

Fall

An analysis of American constitutional theory as it has been developed and articulated by the U.S. Supreme Court. Specific topics include the nature of judicial review, the powers of the President and Congress, federalism, the regulation of commerce and the development of substantive due process.

Reserved for American Studies and Political Science concentrators.

Three class hours each week. Three credits.

305 CIVIL LIBERTIES

Alternate years

A study of the constitutional relationship between the individual and his government. Particular emphasis will be placed on First Amendment freedoms of speech, press, and religious belief, as well as theories of due process and equal protection.

Three class hours each week. Three credits.

306 PRESIDENTIAL BEHAVIOR

Alternate years

This course deals with the powers and responsibilities of the office of the American chief executive as well as the political forces that have shaped this office.

Three class hours each week. Three credits.

307 CONGRESSIONAL BEHAVIOR

Alternate years

A descriptive and analytical survey of the political and structural variables that shape policy making at the congressional level.

Three class hours each week. Three credits.

308 JUDICIAL BEHAVIOR

Alternate years

An examination of the judiciary as a participant in the public policy-making process, paying particular attention to the federal court system as it interacts with other centers of political power.

Three class hours each week. Three credits.

309 ADMINISTRATIVE POLITICAL BEHAVIOR

Alternate years

A study of the search for and use of power by public agencies in an attempt to adapt to a changing environment.

Three class hours each week. Three credits.

- 311 INTERNATIONAL LAW** *Alternate years*
A survey of the law of nations dealing with the origin, sources, scope and subjects of the law, and the law of interstate transactions.
Three class hours each week. Three credits.
- 315 POLITICS OF DEVELOPMENT** *Alternate years*
An examination of the nature of government and politics in "non-Western" areas. In particular, the course focuses on the emergence of colonial societies into political independence and the nature of their domestic and international life.
Three class hours each week. Three credits.
- 324 ENVIRONMENTAL POLITICS** *Alternate years*
This course seeks to examine the political dimension of humankind's relationship to natural environment. Emphasis will be placed on problems of natural resource use and pollution in the United States.
Three class hours each week. Three credits.
- 325 GOVERNMENT AND POLITICS IN CANADA** *Alternate years*
A survey of the development of governmental institutions and political processes in Canada.
Three class hours each week. Three credits.
- 331 GOVERNMENT AND POLITICS IN WESTERN EUROPE** *Alternate years*
A survey of the development of governmental institutions and political processes in Western Europe.
Three class hours each week. Three credits.
- 333 GOVERNMENT AND POLITICS IN EASTERN EUROPE** *Alternate years*
A survey of the development of governmental institutions and political processes in Eastern Europe.
Three class hours each week. Three credits.
- 337 GOVERNMENT AND POLITICS IN EAST ASIA** *Alternate years*
A survey of the development of governmental institutions and political processes in China and Japan.
Three class hours each week. Three credits.
- 341 HISTORY OF WESTERN POLITICAL THOUGHT** *Fall and Spring*
A study of the most important political theorists of western civilization.
Reserved for concentrators.
Three class hours each week. Three credits.
- 343 PUBLIC POLICY ANALYSIS** *Fall*
A study of the elements of public policy analysis, and of its possibilities and limitations in helping us to attain critical evaluations of a variety of public policies.
Three class hours each week. Three credits.
- 345 POLITICS OF THE WELFARE STATE** *Spring*
A critical evaluation of the goals, underlying values and programmatic strategies of selected social policies of the American welfare state, including income maintenance and social service programs.
Three class hours each week. Three credits.
- 403 AMERICAN POLITICAL THOUGHT** *Alternate years*
An examination of writings, speeches, and documents that evidence the clearest reflection about American politics.
Three class hours each week. Three credits.
- 410 SENIOR SEMINAR** *Spring*
This is a course designed for small group and independent study techniques. Individual instructors will determine the direction of inquiry.
Reserved for concentrators.
Three class hours each week. Three credits.
- 417 MODERN TOTALITARIANISM** *Alternate years*
Combining an historical and conceptual analysis, the course will search for the fundamental causes and essential nature of modern totalitarian movements.
Three class hours each week. Three credits.
- 422 AMERICAN POLITICAL BEHAVIOR** *Alternate years*
This course concerns itself with political imputs. Consideration is given to variables that govern the various behavior patterns displayed by the American electorate.
Three class hours each week. Three credits.
- 423 IDEOLOGY AND CONFLICT** *Alternate years*
An investigation into the roots of contemporary ideological conflict. Seminars will explore the psychological constraints as well as "personal status" and class dimensions of conflict in America.
Three class hours each week. Three credits.
- 425 POLITICS AND THE NOVEL** *Alternate years*
A study of power and politics as it is reflected in nineteenth and twentieth century American literature. (To be taught with an instructor from the English Department.)
Three class hours each week. Three credits.
- 431 LAW AND SOCIETY** *Alternate years*
A survey of Anglo-American legal thought analyzing the sources of law, the relationship between law and morality or other extra-legal sources of principle, and an examination of the law's response to problems in liberty, equality, culpability and punishment.
Three class hours each week. Three credits.
- 433 THE CRIMINAL JUSTICE SYSTEM** *Alternate years*
An analysis of the various agencies involved with the administration of criminal justice. Topics include the definition of criminal behavior, pre-trial procedure, the adversary trial process, and the imposition of punishment. Attention will also be given to the judicial supervision of the rights of the accused.
Three class hours each week. Three credits.
- 444 UNITED STATES STRATEGY** *Alternate years*
An exploration of the philosophical, sociological, economic, as well as political, and military factors and constraints involved in generating U.S. strategy and strategic options.
Three class hours each week. Three credits.

DEPARTMENT OF PSYCHOLOGY

Dr. Robert J. Lavalley, Chairman; Chaplin, Kinnucan, Krikstone, Lavalley.

Psychology is concerned with the discovery of the principles underlying human and animal behavior. Students electing to major in Psychology will be thoroughly prepared to enter graduate school in any of the many fields of Psychology or related disciplines. Students will also find Psychology to be an excellent preparation for pursuing a wide variety of careers open to liberal arts graduates requiring a basic understanding of human behavior.

The Psychology concentration is made up of two parts. The first is a set of required courses in the areas of research methodology, statistical analysis, learning and systems and theories of Psychology. These courses are intended to provide the student with a firm background in the more scientific aspects of the field. The second part provides the student with an option for either an experimentally oriented or clinically oriented program of electives.

A total of 12 courses in psychology plus 2 courses in biology (101-103) are required for a concentration in psychology. The courses selected must include Psychology 101, 213-215, 308, 309, 311 and Biology 101-103.

101 GENERAL PSYCHOLOGY *Fall and Spring*

An introduction to the entire field of psychology with emphasis on the normal adult human being.

Two lectures and one discussion each week. Three credits.

103 PSYCHOLOGY AND SOCIAL PROBLEMS *Fall*

An introduction to contemporary social problems and modes of thinking from the psychological point of view. Topics to be included are psychoanalytic, humanistic, behavioristic, and existential modes of thought, the place of values in a world of science, psychological utopias, the psychology of alienation, aggression, crowd behavior and social movements.

Prerequisite: Psychology 101.

Three class hours each week. Three credits.

203 BEHAVIOR MODIFICATION *Spring*

A survey of the techniques that are employed in the manipulation and control of human behavior with an evaluation of their effectiveness.

Prerequisite: Psychology 101.

Three class hours each week. Three credits.

205 DEVELOPMENTAL PSYCHOLOGY *Fall and Spring*

A survey of the basic principles of human growth and development from a social learning point of view. Emphasis will be given to critical developmental problems encountered by a person throughout the life-span. Theoretical and research perspectives prominent at each stage will be described and integrated. Students will research and write an in-depth autobiography as part of the course requirements.

Prerequisite: Psychology 101.

Three class hours each week. Three credits.

207 APPLIED PSYCHOLOGY *Fall*

A survey of current areas where scientific psychology is applied. Major areas of study will include personnel work, human factors, engineering, consumer psychology and environmental psychology.

Prerequisite: Psychology 101.

Three class hours each week. Three credits.

213-215 EXPERIMENTAL PSYCHOLOGY *Two semesters*

An introduction to the techniques of contemporary psychological research. The course is a combination survey of field and laboratory research methods and statistical analysis. During the first semester the emphasis will be on basic statistics and one- and two-group research designs. The laboratory will include classical and modern psychophysical methods and studies in perception.

The second semester will involve more complex statistical applications and sophisticated correlational and factorial designs in research. The laboratory will be devoted entirely to human learning, memory and problem solving.

Prerequisite: Psychology 101.

Two lectures and one 2-hour laboratory each week for both semesters. Four credits each semester.

303 PERCEPTION *Fall*

A general introduction to perception from an evolutionary perspective. The emphasis of the course will be on the types of information provided by each perceptual system. Both human and unique animal sensory capacities will be discussed. Demonstrations of many basic perceptual phenomena will be integrated with course lectures.

Prerequisite: Psychology 101.

Three class hours each week. Three credits.

305 SOCIAL PSYCHOLOGY *Fall*

A survey of the methods, and concepts used in the study of individuals in groups. Topics included are attitudes, social norms, group dynamics, leadership, social conflict, social movements, groups and organizations.

Prerequisite: Psychology 101.

Three class hours each week. Three credits.

308 PSYCHOLOGY OF LEARNING *Spring*

A survey of the field of animal learning including classical and instrumental conditioning, the parameters of reinforcement, generalization, discrimination, transfer and extinction. Includes laboratory work with animals in operant chambers.

Prerequisites: Psychology 213-215.

Three lectures and one two-hour laboratory each week. Four credits.

309 PHYSIOLOGICAL PSYCHOLOGY *Fall*
A survey of neuroanatomy, neurophysiology and investigations into areas of sleep, hunger, thirst and sexual behavior. Laboratory work includes exercises correlated with the lecture content.

Prerequisite: Psychology 101.

Three lectures each week will earn three credits. An additional, optional, 2-hour laboratory each week will earn four credits.

311 SYSTEMATIC PSYCHOLOGY *Spring*
A survey in depth of the chief historical and contemporary psychological schools of thought. Topics included are: structuralism, functionalism, behaviorism, Gestalt psychology, psychoanalysis and contemporary systems and theories in sensation, perception, learning, motivation, emotion, and social psychology.

Prerequisite: Psychology 101.

Three class hours each week. Three credits.

313 PERSONALITY *Fall*

A survey of major theories of personality.

Prerequisite: Psychology 101.

Three class hours each week. Three credits.

315 ABNORMAL PSYCHOLOGY *Spring*

The origin, characteristics and treatment of the behavior disorders, including minor maladjustments and major neuroses and psychoses.

Prerequisites: Psychology 101, 205.

Three class hours each week. Three credits.

321 PSYCHOLOGICAL ASSESSMENT *Fall*

An introduction to psychological measurement as a standardized method of obtaining information about group and individual behavior. The course is designed to provide the student with a firm background in modern ability, interest and personality assessment. Students will take and evaluate a wide variety of tests and reports.

Prerequisites: Psychology 101, 213-215.

Three class hours each week. Three credits.

325 COMPARATIVE PSYCHOLOGY *Spring*

An examination of animal and human behavior from the perspective of the comparative psychologist. Particular emphasis will be given to perception, learning and comparative social psychology from protozoans to primates.

Prerequisite: Psychology 101.

403 DRUGS AND BEHAVIOR *Fall*

A survey of basic drug effects on behavior. Topics included are: neuropharmacology, behavioral pharmacology, endocrine pharmacology, the influence of drugs on learning and memory.

Prerequisite: Psychology 101.

Three class hours each week. Three credits.

406-408 SENIOR HONORS RESEARCH

Fall and Spring

For qualified seniors interested in experimental, field or library research in a topic to be jointly decided upon by the student and a faculty sponsor.

Prerequisite: Permission of the chairman of the department.

Meetings and credits to be arranged.

410-411 SENIOR SEMINAR *Fall and Spring*

A review and discussion of current topics in the field of psychology. The student will be expected to do independent reading in journals, to prepare and present it orally for discussion by the group.

Prerequisite: Permission of the instructor.

Two meetings each week. Three credits.

DEPARTMENT OF RELIGIOUS STUDIES

Dr. Joseph Kroger, Chairman; Berube, Bryan, Couture, McLaughlin, Tilley; Lecturer: Wall.

Religious Studies are offered in keeping with the general objectives of Saint Michael's as a Catholic liberal arts college, that is, to study systematically the meaning and relevance of Christian beliefs. An understanding of religion and its historical significance is essential for an education which claims to be liberal. We also aim to develop in students of any persuasion an appreciation of other significant religious beliefs. Finally, these studies are very useful in understanding the pattern of Western Civilization, and thus, of oneself.

All students. Every student is required to take at least six credits (two courses) in Religious Studies. The student may fulfill this requirement at any time during the four years, although students usually do this at the beginning. The first course will be a 100 course, i.e., Introduction to the New Testament or Introduction to Christianity. These two courses are repeated every year.

The second course will be in the 200 series for which a 100 course is a prerequisite.

After these requirements are satisfied, the student may choose electives from a wide variety of courses which the department offers. Such courses can be found in the 300 series for which there is a 100 and a 200 course prerequisite. Students may also take other 200 courses as electives according to the room available.

Some courses may have their own prerequisites, e.g. 212.

Students in the Religious Studies Concentration. Beyond the reasons given above, the concentration in Religious Studies provides students with the opportunity for more extensive and intensive exploration of the Christian experience and the traditions of other religions. In the context of the College's overall curriculum, the Religious Studies concentrator is able to deepen and expand his understanding of the religious dimension of life, both culturally and personally. It is also an excellent focal point for liberal arts and mental discipline. It can also serve as a preparation for Christian action (e.g. Christian education) or for graduate studies.

Concentrators in Religious Studies must take the following:

A. In Religious Studies, ten courses, two of which are required and eight are elective. The two required courses are: Introduction to the Old Testament, Introduction to the New Testament. Five of the elective courses must be chosen from the 200 level, two of which must be along Catholic doctrinal lines and three must be chosen from the 300 level, one of which must be in a religion other than Christianity. A senior project is also required in an area designated by the department.

B. In Philosophy, students will take Logic and Introduction to Philosophical Problems.

C. In Natural Sciences, students will follow the requirement for all students (six credits).

D. In Social Science, six credits chosen from Psychology, Sociology, Political Science, and Economics.

E. In Humanistic Studies, six credits chosen from the various fields, though the students are encouraged to take more than the minimum of six.

N.B. 100 and 200 language courses do not satisfy this requirement. Those students who expect to go on to graduate school should study German, French, and in some instances, Latin, Greek, Hebrew. These language courses, however, will not be counted among the 10 required courses.

Following is a list of all the courses. The 100 courses are given every year; 200 courses are given every other year; most of the 300 courses are given every third year.

100 INTRODUCTORY COURSES

110 INTRODUCTION TO THE NEW TESTAMENT

Fall

The historical, social and religious background of the first century. Survey of New Testament literature especially of the Gospels and Epistles. Life of Jesus of Nazareth.

Every year. Staff.

Three class hours each week. Three credits.

120 INTRODUCTION TO CHRISTIANITY

Fall and Spring

A discussion of the Christian Creed, its foundations, meaning, and implications for Christian life, as interpreted by contemporary Catholic theologians.

Every year. Staff.

Three class hours each week. Three credits.

200 INTERMEDIATE COURSES

210 INTRODUCTION TO THE OLD TESTAMENT

Spring 1981

The religious literature of ancient Israel is studied against the background of history, archaeology and literary analysis. Theological insights of God, man, history, etc., are emphasized.

P. Couture

D. Bryan

Prerequisite: 100 level course.

Three class hours each week. Three credits.

212 JESUS IN THE CHURCH'S GOSPELS (Christology I)

Fall 1980

Considers the claims of Jesus, the interpretation of the early Church in titles such as Messiah and Son of God. Jesus in his times especially from the Synoptics.

P. Couture

Prerequisite: Religious Studies 110.

Three class hours each week. Three credits.

213 JESUS IN MODERN THOUGHT (Christology II)

Not offered in 1980-81

Interpretation of Jesus from earliest Church times. The Jesus of History and the Christ of Faith question. Survey of modern views of Jesus such as Tahner, Schillebeeckx, Pannenberg, Aulen, Kasper, etc.

P. Couture

Prerequisite: Religious Studies 110.

Three class hours each week. Three credits.

214 SAINT PAUL

Spring 1981

A reading of all his epistles, a more critical reading of some, the theology of Paul, the life of Paul.

P. Couture

Prerequisite: a 100 course.

Three class hours each week. Three credits.

216 EARLY CHRISTIAN AUTHORS

Not offered in 1980-81

The thought of early Christians, from New Testament times to the fourth century. Documents probed through literary analysis and in the light of perennial human questions.

D. Bryan

Prerequisite: a 100 course.

Three class hours each week. Three credits.

218 THE CHURCH IN CONTEMPORARY THEOLOGY

Fall 1980

The nature and mission of the Church as understood by Vatican II and representative modern theologians and as the major issue of contemporary ecumenical dialog.

R. Berube

Prerequisite: a 100 course.

Three class hours each week. Three credits.

Senior Project: This course is required for all majors in Religious Studies who are graduating in 1980-81.

They will be required to do additional readings and papers beyond the requirements for other students in this course.

220 GRACE AND THE HUMAN CONDITION

Not offered in 1980-81

A study of the Christian understanding of the human condition and God's grace; human nature created, fallen and transformed; the self, society, and historical drama; image of God and images of man.

J. McLaughlin

R. Berube

Prerequisite: a 100 course.

Three class hours each week. Three credits.

222 SYMBOL AND SACRAMENT

Spring 1981

A study of the nature of Christian ritual in terms of its foundations in human experience, primitive religious symbolism, the Incarnation, and the sacramental nature of the Church.

R. Berube

Prerequisite: a 100 course.

Three class hours each week. Three credits.

223 CHRISTIAN MARRIAGE

Not offered in 1980-81

A theological investigation of marriage as a secular and sacramental reality, based on an examination of marriage in Scripture and in the history of Christian theology and practice.

R. Berube

Prerequisite: a 100 course.

Three class hours each week. Three credits.

224 THEOLOGY OF GOD

Fall 1980

A systematic study of the Christian doctrine of God. Foci may include God's attributes, triune nature, influence on the world, responses He evokes from people, etc. Ancient and modern authors will be read.

D. Bryan

T. Tilley

Prerequisite: a 100 course.

Three class hours each week. Three credits.

228 CHRISTIAN BIOETHICS

Spring 1981

A consideration of the religious and ethical dimensions of three contemporary medical-moral problems from a Christian perspective: abortion, euthanasia, eugenics. What are the choices and their implications?

J. Kroger

Prerequisite: a 100 course.

Three class hours each week. Three credits.

230 MAKERS OF CONTEMPORARY THEOLOGY

Not offered in 1980-81

The thought of three outstanding Christian theologians of the 19th and 20th centuries: S. Kierkegaard, P. Tillich, B. Lonergan, and their respective contributions to contemporary Protestant and Catholic theological developments.

J. Kroger

Prerequisite: a 100 course.

Three class hours each week. Three credits.

232 PROCESS THEOLOGY

Fall 1980

An application of the contemporary process thought of Alfred N. Whitehead to the Christian faith. This course will consider the relevance of process philosophy for an understanding of traditional Christian belief in: God, Jesus Christ, Grace, Sacraments, Immortality, and other current theological concerns.

J. Kroger

Prerequisite: a 100 course.

Three class hours each week. Three credits.

234 CHRISTIAN ETHICS: AN INTRODUCTION

Spring 1981

Christian character and conduct: what does it mean to be a Christian, to live in Jesus Christ? The course will examine some underlying themes of Christian ethics: beliefs and behavior, sin and grace, transformation and fulfillment, freedom and responsibility, conscience and authority, virtues and vices, love and justice. Various contemporary moral issues will be considered in light of these themes.

J. McLaughlin

Prerequisite: a 100 course.

Three class hours each week. Three credits.

236 CHRISTIAN SOCIAL ETHICS

Fall 1980

An examination of the interactions of Christianity by various social systems, resources of Christianity for social justice, critical and constructive view of Christianity in the modern world.

J. McLaughlin

T. Tilley

Prerequisite: a 100 course.

Three class hours each week. Three credits.

238 MODERN CATHOLIC THOUGHT

Not offered in 1980-81

A study of some central theological issues, e.g. church-state relations, development of doctrine, authority in the church, biblical criticism, as these issues have developed in the modern era.

T. Tilley

Prerequisite: a 100 course.

Three class hours each week. Three credits.



240 MODERN PROTESTANT THOUGHT Spring 1981

A study of the historical development of modern Protestant Theology. The course will emphasize the key theological turns of Protestant thinking during this period.

T. Tilley

Prerequisite: a 100 course.

Three class hours each week. Three credits.

300 ADVANCED COURSES

302 LITERARY ANALYSIS OF THE OLD TESTAMENT Not offered in 1980-81

Clarification of the Bible's meaning is sought through analysis of the differing structures and evolutions of the many sorts of literature in the Old Testament.

D. Bryan

Prerequisites: a 100 and a 200 course.

Three class hours each week. Three credits.

304 PROPHECY AND APOCALYPTIC IN ISRAEL Not offered in 1980-81

A study of the way in which Hebrew insights as to the meaning of life are expressed poetically and politically by the prophets and the later apocalyptic writers.

D. Bryan

Prerequisites: a 100 and a 200 course.

Three class hours each week. Three credits.

312 DEATH, RESURRECTION, IMMORTALITY Not offered in 1980-81

Death in recent study and literature, immortality in various cultures and among various thinkers. Resurrection or afterlife in Christianity and some other religions.

P. Couture

Prerequisites: a 100 and a 200 course.

Three class hours each week. Three credits.

317 INTRODUCTION TO JUDAISM Spring 1981

Presents the basic elements of ancient Medieval, and Modern periods of Jewish life and experience, as well as an examination of the way the Jewish tradition has functioned in the past and how it is perceived today.

M. Wall

Prerequisites: a 100 and a 200 course.

Three class hours each week. Three credits.

320 ANCIENT NEAR EASTERN RELIGION Not offered in 1980-81

The course investigates sympathetically and critically the religious thought-world of ancient Mesopotamia, Canaan and bordering desert regions. Method used: reading ancient texts in translation.

D. Bryan

Prerequisites: a 100 and a 200 course.

Three class hours each week. Three credits.

323 HINDU RELIGIOUS THOUGHT Not offered in 1980-81

An introduction to Hinduism, this course will explore the religious and philosophical foundations of Indian thought. Hindu traditions and spirituality will also be examined. Emphasis will be given to the central role of the Vedanta and Sankya Yoga schools of thought.

J. Kroger

Prerequisites: a 100 and a 200 course.

Three class hours each week. Three credits.

325 BUDDHIST RELIGIOUS THOUGHT Spring 1981

An introduction to Buddhism, this course will explore the religious and philosophical foundations of Hinayana and Mahayana. Buddhist traditions and spirituality will also be examined. Emphasis will be given to the central role of the Madhyamika and Zen schools of thought.

J. Kroger

Prerequisites: a 100 and a 200 course.

Three class hours each week. Three credits.

328 BELIEF AND MODERN MAN Not offered in 1980-81

Some find belief difficult or impossible because of the findings of science, evolution, psychology and history. We shall examine the case against belief in such men as Marx, Nietzsche and Freud. . . and the case for belief in such theologians as Rahner or scientist-theologians as Schilling, Barbour, etc.

P. Couture

Prerequisites: a 100 and a 200 course.

Three class hours each week. Three credits.

334 FAITH AND IMAGINATION Spring 1981

This course considers the role of mythic imagination in religious faith, from perspectives of literary criticism, comparative literature, and theology. Topics may include: Christian analogues to themes in primitive mythology, the religious vision in the "myths" of J.R.R. Tolkien and C.S. Lewis, literature as reflecting the situation of faith in a culture, and the role of metaphor and story in shaping Christian faith experience.

D. Bryan

R. Berube

Prerequisites: a 100 and a 200 course.

Three class hours each week. Three credits.

336 ISSUES IN PHILOSOPHICAL THEOLOGY Fall 1980

An in-depth study of one central controversial issue in current philosophical theology. Issues will vary from year to year, but may include "religious language", "rationality and religion", "religious experience", etc.

T. Tilley

Prerequisites: a 100 and a 200 course.

Three class hours each week. Three credits.

338 ST. AUGUSTINE Not offered in 1980-81

A study of St. Augustine's theology, through a reading of some of his major works (in translation) against the background of his own life and times.

J. McLaughlin

Prerequisites: a 100 and a 200 course.

Three class hours each week. Three credits.

341-343 BIBLICAL GREEK Both semesters, 1981-82

Machen's *New Testament Greek for Beginners*, containing 33 lessons, is covered. Translation of one of the Gospels. Enables students to understand and use technical commentaries and instruments.

P. Couture

Three class hours each week. Three credits each semester.

345-347 BIBLICAL HEBREW Both semesters, 1980-81

A thorough study of Hebrew Grammar leading to the ability to read Hebrew prose. As time permits, poems, as well as matters of theological and "human" interest are considered.

D. Bryan

Three class hours each week. Three credits each semester.

DEPARTMENT OF SOCIOLOGY

Dr. William R. Garrett, Chairman; Bolduc, Maher.

The discipline of sociology provides such knowledge of social phenomena as can be obtained by the use of empirical methods. While it is hardly the only means of approaching an understanding of these matters, the analytical perspective of sociology does provide insights into the nature of the distribution of power and wealth, the sources of group conflict and social turmoil, the bases of social cohesion, and the factors contributing to social change, among other subjects.

It is not the goal of sociology, as an undergraduate discipline, to prepare students for a specific occupation. In keeping with the liberal arts tradition, it aims to provide an awareness of the complexity of social life, a tolerance of diversity, and an impatience with complacency. It does provide an analytical perspective that is used in any of the careers which are usually entered by graduates of liberal arts colleges. It is also suitable preparation for graduate work in sociology and related fields.

Required of Concentrators: 36 semester hours which must include Sociology 201, 203, 301, 310 and 410. Concentrators are strongly urged to complete at least the 203-205 level of a modern language. Students planning to do graduate work should bear in mind that familiarity with a foreign language is usually required. In addition, concentrators are advised to elect courses in Psychology, History, Economics, and Political Science.

201 INTRODUCTORY SOCIOLOGY *Fall and Spring*

This course is designed to introduce the student to sociological analysis. It will include an examination of population, social stratification, community organization, economic, political and religious institutions.

Three class hours each week. Three credits.

203 RESEARCH METHODS *Fall and Spring*

The purpose of this course is to give the student an awareness of the techniques that are used to gather the data on which sociological generalizations rest. This course is intended primarily for concentrators, but it is not reserved for concentrators.

Three class hours each week. Three credits.

205 SOCIAL PROBLEMS *Fall and Spring*

An investigation of the complex nature of many contemporary social issues.

For Non-concentrators.

Three class hours each week. Three credits.

301 FOUNDATIONS OF SOCIOLOGICAL THEORIES *Fall*

A survey of the classical European theorists in the development of sociology.

Three class hours each week. Three credits.

302 CONTEMPORARY SOCIOLOGICAL THEORY *Spring*

A continuation of Sociology 301, with major emphasis on American theories and on the sociology of knowledge.

Three class hours each week. Three credits.

303 THE FAMILY *Spring*

The family as a social institution; its internal organization and formation in the past and in the present. Special emphasis will be placed on problems affecting the American family.

Three class hours each week. Three credits.

305 POPULATION ANALYSIS *Spring*

This course will be concerned with population size, distribution, and composition, and the relationships between these factors and economic and political conditions. Particular attention will be paid to "underdeveloped" areas of the world, the resource "crisis" and ecological problems.

Three class hours each week. Three credits.

307 SOCIOLOGY OF EDUCATION *Not offered in 1980-81*

An exploration of various aspects of the educational enterprise. Recent research and writings will be emphasized. Professionalism, the testing movement, societal inequalities, educational opportunities and financing controversies will be among the subjects considered.

Three class hours each week. Three credits.

310 DIRECTED READING IN SOCIOLOGY *Two semesters*

The objective of this course is to help the concentrator to become acquainted with the leading books and the recognized authorities in the field of sociology.

Reserved for concentrators.

One meeting each week. Three credits each semester.

317 SOCIAL INEQUALITY *Not offered in 1980-81*

An examination of inequalities in wealth, power, and privilege in the United States and other nations.

Three class hours each week. Three credits.

319 SOCIOLOGY OF POLITICS *Fall*

An analysis of the social bases of politics. Social movements of various sorts (civil rights, independence, separatist, etc.) as well as electoral behavior will be considered.

Three class hours each week. Three credits.

321 ETHNIC AND MINORITY GROUPS *Not offered in 1980-81*

An examination of one of the basic sources of cleavage in the United States and other countries.

Three class hours each week. Three credits.

323 URBAN SOCIOLOGY *Fall*

An examination of the origin, growth, and development of the specifically urban local community in a world perspective. Major areas of concern will include slums, suburbs, human ecology, social problems and general social organization.

Three class hours each week. Three credits.

325 SYMBOLIC INTERACTION *Spring*
An examination of the symbolic nature of social life on both the face-to-face level of interaction as well as the cultural level.

Three class hours each week. Three credits.

403 CRIMINOLOGY *Spring*
An examination of criminal and deviant behavior in society and the responses of society to this behavior.

Three class hours each week. Three credits.

407 AMERICAN SOCIETY *Not offered in 1980-81*

An exploration of various writings that illuminate the basic nature of the society.

Three class hours each week. Three credits.

409 SOCIOLOGY OF RELIGION *Fall*
An analysis of the function of religion in society according to the interpretation of major sociological theorists. Special emphasis will be placed on the contemporary crisis in belief.

Three class hours each week. Three credits.

410 SENIOR RESEARCH *Two semesters*
Drawing on their work in earlier courses, students will conceive, design, and execute a research project.

Reserved for concentrators.

Three credits each semester.

411 RELIGION IN AMERICAN LIFE *Not offered in 1980-81*

An historical and sociological analysis of American religion and its influence on our culture.

Three class hours each week. Three credits.

499 SOCIOLOGICAL RESEARCH IN A FRENCH COMMUNITY: THE IMMIGRANT WORKERS IN THE PARIS REGION

January

This course is an empirical research project investigating the social plight of immigrant workers who have entered the Paris region, particularly over the last two decades. The research, conducted by the class under the supervision of the instructors, is carried out in Paris and the surrounding suburbs. A seminar precedes each day's activities. During this time, questions are focused for subsequent investigation, data are shared among project members, and assignments for research are established. A typical day, then, begins with breaking up the larger group into small teams for visits to embassies, French government offices, social workers, union and political party leaders, ethnic associations, and so forth. At the end of the course, each team member selects one aspect of the larger immigrant workers problem for a brief, but in-depth analysis.

The course objective is to familiarize students with a major social problem in European societies; to acquaint students with the methods and problems of gathering and interpreting research data; and to conduct cross-cultural analyses which compare structural similarities and dissimilarities between a foreign society and American society.

Offered during the Intersession in Paris from approximately December 28 through January 20. Interested students should contact the department early in the fall.



MASTER OF EDUCATION (M.Ed.)

The Master of Education Degree program at Saint Michael's College is designed for those interested in teaching or administration at the various levels of public and private education. Our program seeks to provide opportunities for personal growth in three areas: 1) personal growth and development, 2) improvement of teaching and/or administrative skills, and 3) development in professional knowledge. To accomplish this in a very personal and individual manner responding to the unique needs and goals of each student, a very close student-advisor relationship is recommended to facilitate the student's individualized program of study.

The program is humanistically oriented and places much of the responsibility for learning on the student. While each individual faculty member has his/her own philosophy, we do share some basic tenets. As educators we feel we must exhibit a trust in human beings, a trust that encompasses a willingness to accept the outcome of self-directed, self-actualizing processes, and faith that people can successfully cope with the new demands of the future.

TEACHING ENGLISH AS A SECOND LANGUAGE

Saint Michael's offers three programs in Teaching English as a Second Language: a Master of Arts in Teaching English as a Second Language, an Advanced TESL Certificate Program, and a six-week Summer Institute in TESL. The TESL Programs are designed for both prospective and experienced teachers of English as a Second Language. For the prospective TESL teacher, they provide foundations in TESL as well as a more rounded view of the field; and for the teacher who has taught ESL, they provide an opportunity for up-grading his/her skills and for enriching his/her educational and cultural background.

THEOLOGY AND RELIGIOUS EDUCATION

This program started in 1962 and has a long and successful record. The core of the program is basically theological: Scripture, Systematics, Moral Theology and Liturgy. Within this core there is a full cycle in Old Testament and New Testament for those who wish to specialize in Scripture. A fairly wide choice of electives surrounds the core in order to allow students with their electives to choose courses to fit their needs, e.g., Audio-Visual, Pastoral Counseling, Spirituality, Psychology and Religion, Ministry to Youth and Adults, Eastern Religions, Family, Judaism, Protestantism, Women in the Church, etc. Two degrees are offered, Master of Arts in Theology (M.A.) and Master of Arts in Teaching Religion (M.A.T.)

The M.A. degree is designed for the same groups as the M.A.T., but especially for those involved in adult education, the training of teachers, the design of programs and for those contemplating doctoral studies.

Courses are available in Summer Session only. They may be taken for the M.A. or the M.A.T. degrees, as special courses (i.e., credit but no degree desired), for auditing and for enrichment.

MASTER OF SCIENCE IN COUNSELING

The Master of Science in Counseling (M.S.) degree program is designed to prepare the student for the role of professional counselor in either a community or college setting. Emphasis is on the personal and professional growth of the student. The program of study is a blend of theoretical course work in Psychology and practical course work in counseling techniques, test interpretation, and community agency casework.

MASTER OF SCIENCE IN ADMINISTRATION

This graduate degree program is designed to offer individuals opportunities for personal development in those knowledge and skill areas that are required to fulfill administrative responsibilities in government, industry, education, and public service.

Each student will follow an individually designed program of studies consisting of some basic and core courses. This is followed by course work and Internships that are designed to meet the individual needs and goals of each student.

For further information about any of these programs write or call: Director, Extension Services, Saint Michael's College, Winooski, Vermont 05404, Telephone (802) 655-2000, ext. 2577.

Saint Michael's College believes in . . . and practices . . . non-discrimination. It does not, and will not in the future, discriminate against applicants for admission or for employment, students or employees on the basis of race, national or ethnic origin, color, religion, age, sex or handicap in the administration of its educational policies, employment practices, admission policies, scholarship and loan programs, and athletic or other college administered programs. Saint Michael's College practices non-discrimination in the context of its Catholic faith and heritage.

Applicants for admission as students, as well as applicants for employment and employees are protected from sex discrimination under the provisions of Title IX of the Education Amendments of 1972.

The academic records of students are in the custody of the Director of the Student Information Center/Registrar. These records are considered confidential and are managed generally according to the *Guide Developed by the Committee on Records Management and Transcript Adequacy of the American Association of Collegiate Registrars and Admissions Officers*.

Transcripts of a student's work are usually released only at the request of the student. Academic information released concerning students otherwise is generally limited to date of birth, dates of enrollment at Saint Michael's College and degrees earned here, home and local addresses, and verification of signature. The College adheres to both the spirit and the letter of The Family Educational Rights and Privacy Act of 1974.

Saint Michael's reserves the right to change various prices and policies without prior notice. We will, however, make every effort to notify your school, or you, of significant changes.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

The Family Educational Rights and Privacy Act of 1974 pertains to student educational records maintained by Saint Michael's College. The Act states that students, and parents of dependent students, can have access to their educational records and at the same time the

Act protects the rights to privacy of students by limiting the transferability of records without their consent. The following guidelines are presented to assist all members of the Saint Michael's community to understand the provisions of the Act as they apply to Saint Michael's College.

I. College Policy on Student Access to Educational Records

All students and former students will have access to their educational records upon written request to the applicable office. Each office will comply with all requests within a reasonable length of time, but not later than forty-five days from the date of the written request. Educational records include academic records, confidential letters and statements.

Records not covered by the Act include any record received prior to January 1, 1975, financial records of parents, private notes of faculty and administrative officers, law enforcement records, and medical or psychiatric records. A physician or psychiatrist may review medical or psychiatric records if requested by a student.

Students may waive, in writing, access to recommendations and evaluations. A waiver must be filed with each individual office. The Act does not provide for blanket waivers of access to all educational records.

A student who requests access to an educational record is expected to present valid identification and to use good judgment as to the time and work problems of the office in which the records are maintained.

Students may request copies of any educational record at the cost of \$1.00 for the first page and 10¢ for each additional page per request.

II. College Policy on Release of Confidential Records

The college will not release any educational record concerning any student or former student, unless a written statement authorizing such a release is received from the student or former student. Exceptions to this policy are:

1. Faculty and staff members having legitimate educational interests in the record.

2. Authorized federal and state officials in the process of administering educational programs.
3. Requirements of administration of the Financial Aid Program.
4. Accrediting organizations in carrying out their accrediting function.
5. Parents of a dependent student.
6. Directory information (See III, below).
7. Organizations conducting studies on educational programs, provided that the identity of the student is not revealed.
8. In an emergency situation involving the health or safety of the student or other persons.

The college will advise all recipients of student records that only authorized persons may see the records. Each college office will keep a record of all individuals requesting or receiving student records except as noted in item 1, above.



III. Directory Information

The college will, in the course of the school year, release to the public certain information regarded as directory data. If a student desires this information not to be publicized, he/she must request in writing on an annual basis that such information not be published. Saint Michael's College considers the following to be "Directory Information."

Name and Address	Height/Weight
Telephone Number	(athletic team members)
Date/Place of Birth	Dates of Attendance
Academic	Degrees and Awards
Concentration	Previous School Attendance



IV. Hearings

A student may challenge any educational record that he/she feels to be inaccurate, misleading, or a violation of privacy. This policy does not apply to academic grades received for course work except when there is reason to believe that an error was made in recording grades to the transcript.

When a student desires to challenge a record, every effort should be made to resolve the question with the office involved. If this is not possible, the student must submit in writing to the coordinator of the Family Educational Rights and Privacy Act of 1974 a statement outlining the alleged inaccurate, misleading or inappropriate data or statement contained in the record. The coordinator will appoint an impartial college official who will conduct a hearing within 45 days of the written request. The results of the hearing will be transmitted in writing to the student and all other parties involved. The student may appeal the decision to the president of Saint Michael's College. The president's decision will be final.

The above policy statement is subject to amendment from time to time and is also subject to approval by the Board of Trustees.



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Rev. John R. LaBrake, S.S.E.



Saint Michael's College was opened in 1904 by the Fathers of the Society of St. Edmund, a religious congregation organized in France in 1843 and active in education since 1875. Having come to the United States in the late nineteenth century, the Edmundites founded the College in Winooski Park, Vermont, near Burlington and between Lake Champlain and the Green Mountains.

The College was combined with a high school in those early years. In 1931, however, the high school was discontinued. During these years the College itself was growing slowly and by World War II had reached an enrollment of about 250 students.

AFTER WORLD WAR II

After the War the College expanded rapidly toward its present enrollment of about 1500 students. To accommodate the increased numbers, the College administration transported to the campus a large number of wooden buildings from Fort Ethan Allen, a nearby military post. These have since been replaced with permanent structures.

In the years after World War II, the faculty and administration also developed the program of studies known as the "Saint Michael's Plan." This featured a core of courses in Philosophy, Theology, English, Humanities (Literature and History), and the Sciences, which all students had to take. The Saint Michael's Plan, in addition, required each student to concentrate in one subject but it also allowed him to elect a number of courses according to his own interests. The purpose underlying the Saint Michael's Plan was the intellectual growth of the students. In working toward this goal the College authorities

also sought to develop men whose values were formed according to the principles of Catholicism.

IN THE SEVENTIES

Saint Michael's College has undergone further changes recently which are making the 1970's a new phase in its history. One of the most important changes is a new relationship between the College and the Edmundites.

The Edmundites, through most of the College's history, provided its administrative officers and many of its faculty. Edmundite expansion into missionary work in the southern United States, in South America, and in Canada, however, has absorbed many of their men. For the welfare of the College they made provision, therefore, that the president of Saint Michael's College need no longer be exclusively an Edmundite. As a result, Dr. Bernard L. Boutin, a layman, became president in June 1969. The President now is Dr. Edward L. Henry, Ph.D., an outstanding educator and second lay President in college history. He is, of course, responsible to the Board of Trustees, at least half of whom must be Edmundites. Their influence in the operation of the College has thus been preserved.

The Saint Michael's Plan of Studies has also been changed. By vote of the faculty the core curriculum, as of September 1971, was discontinued. In its place, students are now required to elect a stated number of courses from specified areas of study. The courses themselves are no longer specified. Saint Michael's College will nevertheless remain dedicated to education in the liberal arts since the disciplines represented in the core curriculum are also represented in the Distribution requirement.

THE FACULTY

- AMRHEIN, Joseph, Ph.D.
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Associate Professor of History
- ANDERSON, William O., M.B.A.
(Dartmouth College)
Assistant Professor in Business and Economics
- BAKER, David C., M.A.
(University of Massachusetts)
Instructor of Political Science
- BEAN, Daniel J., Ph.D.
(University of Rhode Island)
Chairman and Professor of Biology
- BENSON, Birger, M.B.A.
(Harvard University)
Assistant Professor of Business Administration
- BERUBE, Richard N., S.S.E., M.A.
(University of Toronto)
Assistant Professor of Religious Studies
- BOLDUC, Vincent L., Ph.D.
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Assistant Professor of Sociology
- BRYAN, David, S.S.E., Ph.D.
(Johns Hopkins University)
Assistant Professor of Religious Studies
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Assistant Professor of Business and Economics
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Professor of Psychology
- CITARELLA, Armand, Litt.D.
(University of Naples)
Professor of Classics
- CLARY, Frank N., Ph.D.
(University of Notre Dame)
Associate Professor of English
- CONLEY, James P., Ph.D.
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Assistant Professor of Aerospace Studies
- DELANEY, J. Dennis, Ph.D.
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Associate Professor of Modern Languages
- DILORENZO, Richard N., Ph.D.
(Cornell University)
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- DUFFY, Carolyn B., M.A.
(American University)
Assistant Professor of English as a Second Language
- ENGELKEN, Lt. Col. Martin, M.A.
(Missouri State University)
Chairman — AFROTC
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(University of Iowa)
Professor of English
- EVANS, James S., M.A.
(University of Maryland)
Assistant Professor of Physics
- FAIRBANKS, Henry G., Ph.D.
(University of Notre Dame)
Professor of Humanities (Ret.)
- FOLEY, Edward L., Ph.D.
(Lehigh University)
Professor of Physics
- FORTUNE, George A., M.S., C.P.A.
(University of Vermont)
Professor of Business and Economics
- GAMACHE, Sr. Pauline, Ph.D.
(University of Portland)
Coordinator and Associate Professor of Humanities
- GAMACHE, Richard O., M.Ed.
(Saint Michael's College)
Lecturer in English as a Second Language
- GARRETT, William R., Ph.D.
(Drew University)
Chairman and Professor of Sociology

GIANNI, Michael H., Ph.D.
 (University of New Hampshire)
Professor of Chemistry

GIUFFRE, Mary M., M.Ed.
 (University of Vermont)
Assistant Professor of Business and Economics

GRADY, Gilbert L., Ph.D.
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HART, Gifford, A.B.
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Instructor in Journalism

HARTNETT, John C., Ph.D.
 (University of Vermont)
Professor of Biology

HENAULT, Marie J., Ph.D.
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Professor of English

HESSLER, Arthur C., Ph.D.
 (University of Vermont)
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HILLMAN, Judith S., Ph.D.
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Chairman and Associate Professor of Education

HUGHES, John C., Ph.D.
 (New School for Social Research)
Assistant Professor of Political Science

KAPLAN, Carey H., Ph.D.
 (University of Massachusetts)
Assistant Professor of English

KEELTY, Gladys S., M.A.T.
 (Saint Michael's College)
Associate Professor of English as a Second Language (Ret.)

KELLNER, Stephen M., Ph.D.
 (University of Rochester)
Professor of Chemistry

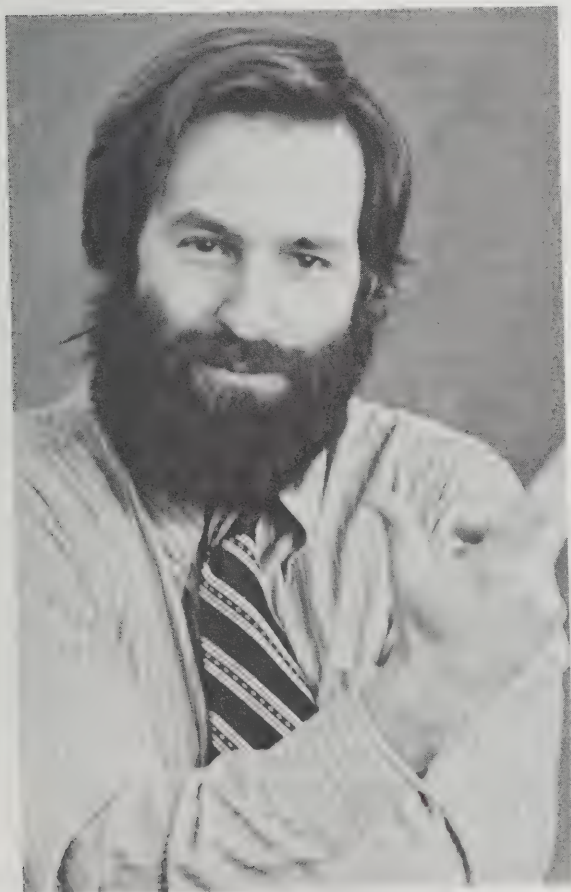
KENNEDY, Roy A.
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Assistant Professor of Fine Arts: Art

KENNY, Robert P., B.S., C.P.A.
 (University of Vermont)
Assistant Professor of Business

KERNSTOCK, Elwyn N., Ph.D.
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KESSEL, Herbert, M.A.
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(Syracuse University)
Associate Professor of Business and Economics
- KUNTZ, Norbert A., Ph.D.
(Michigan State University)
Chairman and Associate Professor of History and American Studies
- LACHARITE, Norman J., M.A.T.
(Saint Michael's College)
Associate Professor of English as a Second Language
- LAHAGE, George W., A.M.
(Boston University)
Chairman and Associate Professor of English
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(Boston University)
Assistant Professor of Business and Economics
- LANGUASCO, Adrian V., Ph.D.
(Ca' Foscari University-Venice)
Associate Professor of Modern Languages
- LAVALLEE, Robert J., Ph.D.
(University of Vermont)
Chairman and Associate Professor of Psychology
- LECLAIR, Paul J., Ph.D.
(Catholic University)
Associate Professor of Fine Arts
- LIU, Josephine, M.S.
(University of Dayton)
Assistant Professor of Business Administration
- McCONNELL, Anne, Ph.D.
(University of Arizona)
Chairman and Assistant Professor of Modern Languages
- McDONOUGH, Donovan, M.A.
(San Francisco State University)
Professor of English
- McLAUGHLIN, Joseph, S.S.E., M.A.
(University of Toronto)
Assistant Professor of Religious Studies
- MacDONALD, Daniel F., M.A.
(Saint Michael's College)
Chairman and Professor of Philosophy
- MAHER, Frederick J., Ph.D.
(Columbia University)
Professor of Sociology
- MERRIMAN, J. Francis, Ph.D.
(University of Illinois)
Assistant Professor of Humanities
- MICHAELS, James K., M.S.
(Xavier University)
Associate Professor of Chemistry
- MILLER, Daniele, Certificat d'études littéraires.
(University of Paris, Sorbonne)
Lecturer, Modern Languages
- MILLER, James L., M.A.
(University of Arizona)
Assistant Professor of Modern Languages
- MORIARTY, Sr. Christine, M.A.
(College of Our Lady of the Elms)
Assistant Professor of Education
- MURPHY, Edward F., Ph.D.
(University of Ottawa)
Professor of English
- NAGY, Alex, Ph.D.
(University of Wisconsin)
Chairman and Professor of Journalism
- NARAMORE, Vincent H., Ph.D.
(Syracuse University)
Professor of Mathematics
- NICOSIA, Frank R., Ph.D.
(McGill University)
Assistant Professor of History
- O'NEILL, Eugene P., M.A.
(University of Connecticut)
Director, Program in English for International Students and Associate Professor of English as a Second Language
- OLGYAY, George, Ph.D.
(University of Notre Dame)
Chairman and Professor of Political Science
- OUELLET, Maurice F., S.S.E., M.S.
(Saint Michael's College);
Certificate (Alfred Adler Institute)
Assistant Professor of Education
Director of the Student Resource Center
- PAULIN, Leon E., S.S.E., S.T.M.
(New York Theological Seminary),
Licence es Lettres
(University of Montreal)
Professor of Religious Studies (Ret.)
- PFEIFER, Edward J., Ph.D.
(Brown University)
Professor of History
- POIRIER, Raymond M., S.S.E., M.A.
(Laval University)
Professor of Modern Languages (Ret.)
- POMAR, Natalie, M.A.
(Middlebury College)
Associate Professor of Modern Languages
- PRESTON, Ralph W., M.S.
(University of Vermont)
Associate Professor of Mathematics
- PROVOST, Ronald H., Ph.D.
(University of Vermont)
Associate Professor of Chemistry
- QUIROZ, Luis R., M.Ed.
(Saint Michael's College)
Associate Professor of Modern Languages
- RAQUIER, Richard A., M.A.
(University of Kentucky)
Assistant Professor of Journalism

RATHGEB, Donald A., M.F.A.
(Catholic University)
Chairman and Professor of Fine Arts

RATHGEB, Joanne, M.A.
(Indiana State University)
Associate Professor of Fine Arts

REISS, John, Ph.D.
(University of Wisconsin)
Associate Professor of English

RICHBOURG, Lance, M.F.A.
(University of California)
Assistant Professor of Fine Arts

ROSS, Joel P., Ph.D.
(University of Vermont)
Assistant Professor of Physics

ROYER, Janet R., M.A.T.
(Saint Michael's College)
Assistant Professor of English as a Second Language

RUPRIGHT, Kathleen, M.R.L.
(Middlebury College)
Assistant Professor of Modern Languages

ST. CIN, Capt. Paul, M.S.
(University of Northern Colorado)
Assistant Professor of Aerospace Studies

SLOANE, Cyril, A.B.
(Princeton University)
Artist-in-Residence

SPARKS, Warren, A.M.
(Boston University)
Chairman and Professor of Mathematics

STAPLETON, Edward J., S.S.E., M.A.
(New York University)
Assistant Professor of English

STARK, Olga Z., M.A.T.
(Saint Michael's College)
Associate Professor of English as a Second Language

STOCKTON, D. Alan, Ph.D.
(University of Massachusetts)
Associate Professor of Education

STOLER, Jennie, Ph.D.
(Clark University)
Assistant Professor of Economics

SULLIVAN, T. Donald, S.S.E., Ph.D.
(Fordham University)
Professor of Biology (Ret.)

THAYER, Alice M., M.A.T.
(Saint Michael's College)
Associate Professor of English as a Second Language

THOMAS, Patricia L., Ed.D.
(Boston University)
Associate Professor of Business Administration

TILLEY, Terrence W., Ph.D.
(Graduate Theological Union, Berkeley)
Assistant Professor of Religious Studies

TORTOLANO, William, Mus.D.
(University of Montreal)
Professor of Fine Arts: Music

TUMULTY, Peter, Ph.D.
(University of Notre Dame)
Assistant Professor of Philosophy

VANDERWEEL, Richard L., S.S.E., Ph.D.
(Laval University)
Professor of Philosophy

WALL, Max D., Rabbi, M.H.L.
(Jewish Theological Seminary of America)
Lecturer in Religious Studies

WILSON, William E., Ph.D.
(Fletcher School, Tufts University)
Associate Professor of Political Science

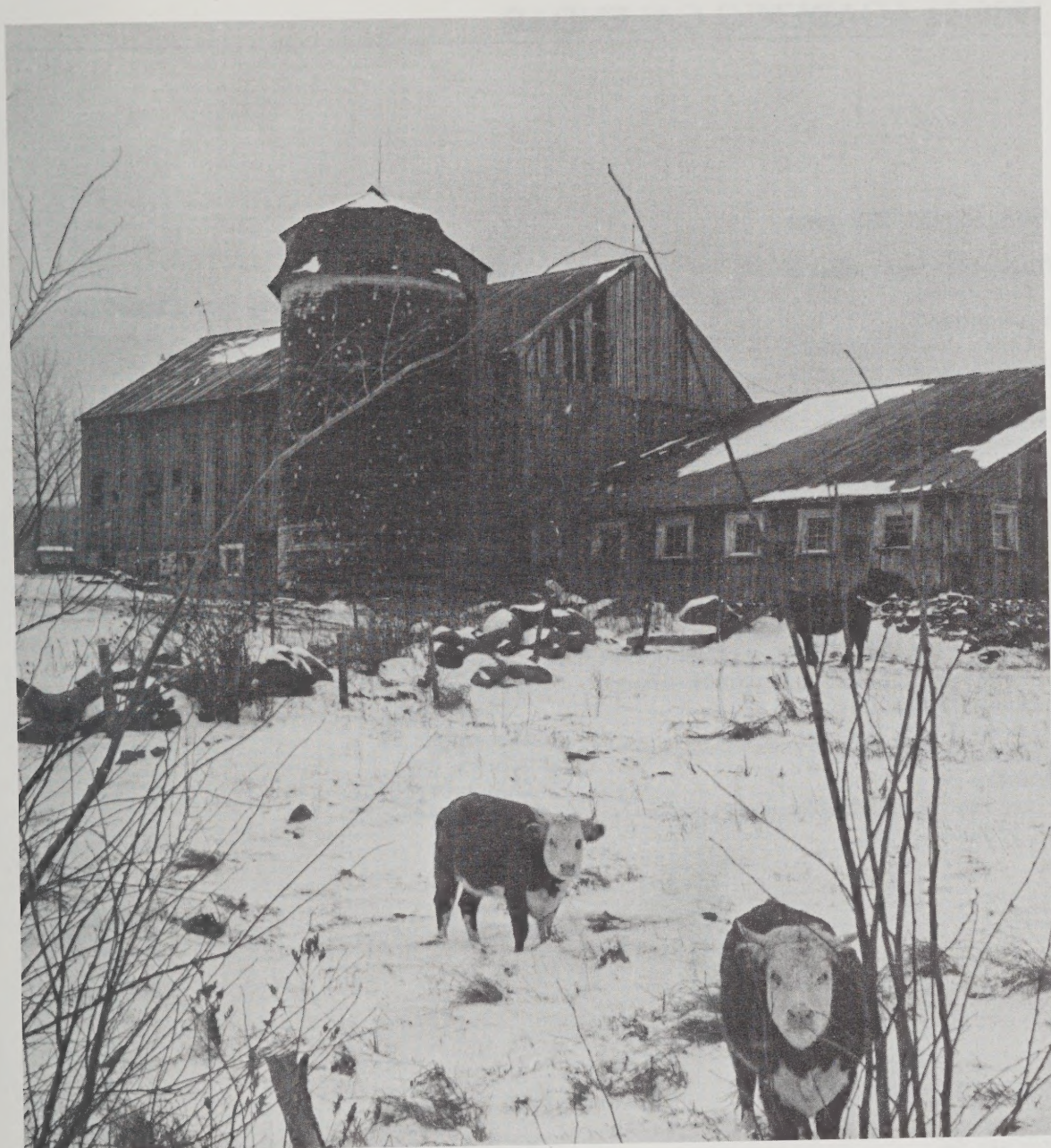
YORKEY, Richard C., Ed.D.
(University of Michigan)
Visiting Professor of English as a Second Language

ZENO, Carl A., Ph.D.
(Marquette University)
Associate Professor of Philosophy



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1980-81 ACADEMIC CALENDAR

FALL SEMESTER 1980

August 30-September 2

Orientation

September 2

Upper class registration

September 3

Classes for all

September 4

Opening Mass

September 17

Last Day for course changes

September 29

Feast of St. Michael. Classes as usual.

October 10

Holiday

October 16

Last day for making up I and X grades from previous semester and summer school.

Quarterly Reports due.

October 17-18

Homecoming Weekend

October 24

Last day for withdrawing from classes without penalty.

November 1

Feast of All Saints. Holy Day. Classes as usual.

November 11

Freshman Pre-Registration

November 16

Feast of Saint Edmund.

November 26

Thanksgiving recess begins at 11:30 a.m.

December 1

Classes resume

December 8

Feast of Immaculate Conception. Holy Day. Classes as usual.

December 11

Study Day

December 12-13

Final Exams

December 14

Study Day

December 15-18

Final Exams

SPRING SEMESTER 1981

January 12

Registration

January 13

Classes for all

January 26

Last day for course changes

February 24

Last day for making up I and X grades from previous semester.

Quarterly reports due.

February 27

Spring recess begins after last class.

March 9

Classes resume

March 13

Last day for withdrawing from courses without penalty.

March 28

Pre-Registration for 1981-82 Academic Year.

April 3, 4, 5

Parent's Weekend

April 15

Easter recess begins after last class.

April 21

Classes resume

April 29

Study Day

April 30

Final Exams

May 1-2

Final Exams

May 3

Study Day

May 4-6

Final Exams

May 17

Commencement



SAINT MICHAEL'S COLLEGE

WINOOSKI, VERMONT 05404
